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ABSTRACT

The 168 items selected for administration to 7,905 17-year olds in 1976-77, were developed from existing National Assessment items and from existing sets of life/coping skills. Skills designated as basic included: career development; citizenship; community resource utilization; consumer protection; family management; health maintenance; and interpersonal competence. Results are summarized as percentages correct for either the best or most acceptable response to a single-part item, or to a certain combination of parts in a multipart item. Results are also summarized on sets of items related to the various skills. Results are reported by geographic region, sex, and grade. The appendices contain guidelines for writing basic skills items; a description of the stratified, multistage probability sample design and of the jackknife method for standard error estimation; and a discussion of nonresponse adjustments and estimated population proportions of reporting groups. (CP)

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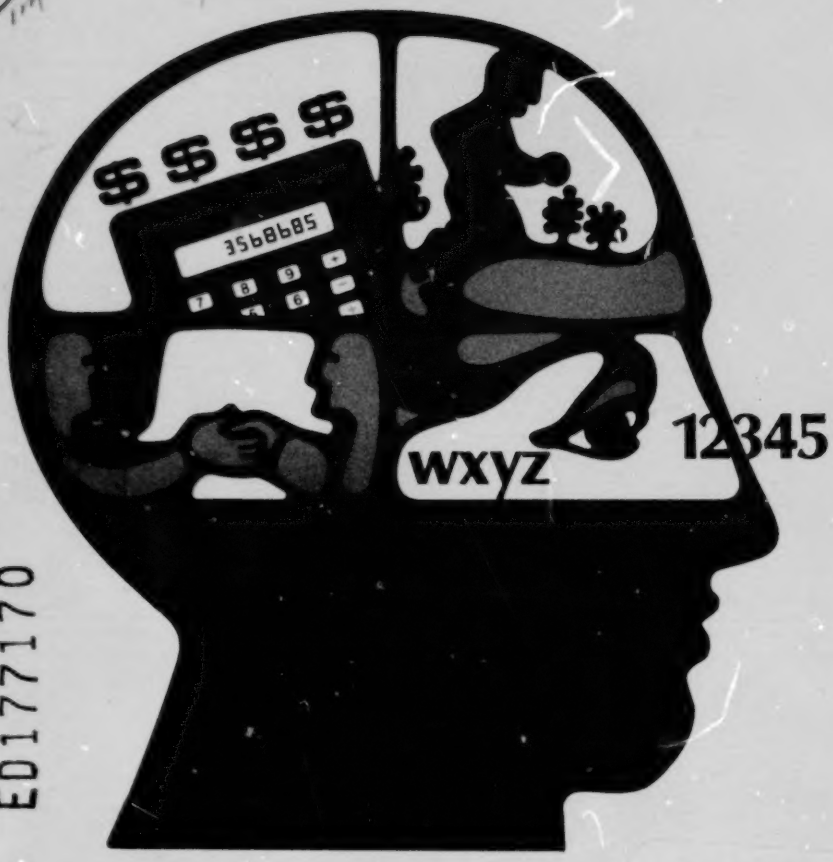

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Basic Life Skills
TECHNICAL REPORT

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The cost figure cited above represents the total amount of money expended since late 1973 on assessments in art, career and occupational development, reading, writing, social studies/citizenship, science, basic life skills, mathematics and consumerism, resulting, to date, in numerous reports, papers, articles, presentations and assessment materials, many of which are used in state and local assessment programs. A complete list of all such materials is available upon request.

BASIC LIFE SKILLS

TECHNICAL REPORT

Report No. 08-BLS-21

by the
National Assessment of Educational Progress

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April 1979

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TABLE OF CONTENTS

LIST OF TABLES v

FOREWORD vii

ACKNOWLEDGMENTS ix

CHAPTER 1 HISTORY AND BACKGROUND 1
Development of the Basic Life Skills Assessment 1
Basic Life Skills Technical Characteristics 3

CHAPTER 2 EXERCISE DATA 9
Content of the Data Tables 9

CHAPTER 3 SUMMARY DATA 41

APPENDIX A GUIDELINES FOR WRITING BASIC LIFE SKILLS ITEMS 51

APPENDIX B CONSULTANTS INVOLVED IN DEVELOPMENT OF BASIC LIFE SKILLS OBJECTIVES 61

APPENDIX C CONSULTANTS INVOLVED IN DEVELOPMENT OF BASIC LIFE SKILLS EXERCISES 63

APPENDIX D TECHNICAL PROCEDURES: SAMPLING AND ESTIMATION OF STANDARD ERRORS 67
Sampling 67
Estimation of Standard Errors 70
References 76

APPENDIX E NONRESPONSE IN ASSESSMENT SAMPLES 77

APPENDIX F ESTIMATED POPULATION PROPORTIONS OF REPORTING GROUPS BASED ON 1976-77 NATIONAL ASSESSMENT SAMPLES 81

LIST OF TABLES

TABLE 3-1. Exercises for Consumer Skills (Guideline I) 47

TABLE 3-2. Exercises for Consumer Skills Related to Shopping 47

TABLE 3-3. Exercises for Consumer Skills Related to Contracts. 47

TABLE 3-4. Exercises for Consumer Skills Related to Consumers' Rights and Their Redress. 48

TABLE 3-5. Exercises for Consumer Skills Related to Personal Finance 48

TABLE 3-6. Exercises for Health Maintenance (Guideline II) 48

TABLE 3-7. Exercises for Health Maintenace Skills, 17/Adult Overlaps 49

TABLE 3-8. Exercises for Interpersonal Skills (Guideline III). 49

TABLE 3-9. Exercises for Family Responsibility Skills (Guideline V) 49

TABLE 3-10. Exercises for Career Development and Citizenship Skills (Guidelines IV and VII). 50

TABLE D-1. Number of PSUs and Schools Selected for Basic Life Skills, Age 17 68

TABLE D-2. Average Number of Respondents in Reporting Groups Taking a Package of Exercises for Year 08 Basic Life Skills 75

TABLE E-1. Number of Students Assessed and Percent of Sample for 17-Year-Olds, Group Administrations, 1977 Basic Life Skills Assessment 79

TABLE F-1. Estimated Population Proportions (in Percents) for 17-Year-Olds by Reporting Group in the 1977 Assessment That Included Basic Life Skills. 81

FOREWORD

When the U.S. Office of Education was chartered in 1867, one charge to its commissioners was to determine the nation's progress in education. The National Assessment of Educational Progress (NAEP) was initiated a century later to address, in a systematic way, that charge.

Each year since 1969, National Assessment has gathered information about levels of educational achievement across the country and reported its findings to the nation. NAEP surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds and young adults, ages 26-35, in 10 learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure possible changes in educational achievement. National Assessment has interviewed and tested more than 720,000 young Americans since 1969.

Learning-area assessments evolve from a consensus process. Each assessment is the product of several years of work by a great many educators, scholars and lay persons from all over the nation. Initially, these people design objectives for each subject area, proposing general goals they feel Americans should be achieving in the course of their education. After careful reviews, these objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they are administered to probability samples. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can make generalizations about the probable performance of all 9-year-olds in the nation.

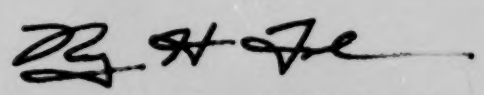
After assessment data have been collected, scored and analyzed, National Assessment publishes reports to disseminate the results as widely as possible. Not all exercises are released for publication. Because NAEP will readminister some of the same exercises in the future to determine whether the performance level of Americans has increased, remained stable or decreased, it is essential that they not be released in order to preserve the integrity of the study.

ACKNOWLEDGMENTS

Many organizations and individuals have made substantial contributions to this report. Not the least of those to be gratefully acknowledged are the adults who cooperated so generously during the collection of the data.

Special acknowledgment must go to the staff of the Research Triangle Institute, Raleigh, North Carolina, for administering the energy assessment and to the Measurement Research Center, Iowa City, Iowa, for scoring.

The actual preparation of the report was a collaborative effort of the National Assessment staff. Special thanks must go to the following people: Susan Sullivan for data processing support; JoAnn Esslinger for secretarial support; Fred Daniels, Marci Reser and Paula Pitchford for editing and production; Barbara Holmes for editing. Supervision of the statistical analyses and the writing of this report were done by Sarah Knight.



Roy H. Forbes
Director

CHAPTER 1

HISTORY AND BACKGROUND

The basic life skills (BLS) survey was a small-scale assessment designed to ascertain the feasibility of developing and administering assessment items that address the general, nonstandard school curriculum content involved in "life skills." The BLS items were used for only one survey, administered to 17-year-olds enrolled in school during the spring of 1977. Following the 1977 administration, all BLS items were released and made available for public use. Documentation of BLS item content and results is available in the reports: Guide for an Assessment of Basic Life Skills and Basic Life Skills: Results Manual.[1]

This report supplements the information contained in the Guide and Results Manual, completing the technical documentation of basic life skills. Chapter 1 is a brief history of the development of the BLS assessment and contains a discussion of the assessment's technical characteristics. Chapter 2 contains performance data on each item. These data generally consist of percentages for either the best or most acceptable response to a single-part item or the best or most acceptable responses to a certain combination of parts in a multipart item. Results for single items reported in Chapter 2 are also reported, in an adjusted form, in the Results Manual. Chapter 3 comprises summaries of performance on sets of items associated with skills in consumerism, health maintenance, interpersonal relations, family responsibilities and career development/citizenship.

Development of the Basic Life Skills Assessment

In 1974 National Assessment's policy committee approved a feasibility study of proposed construction of an index of functional literacy. The term

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[1]Guide for an Assessment of Basic Life Skills, 1976-77 Assessment (Denver, Colo.: Education Commission of the States, National Assessment of Educational Progress, 1977); Basic Life Skills: Results Manual, 1976-77 Assessment (Denver, Colo.: Education Commission of the States, National Assessment of Educational Progress, 1978). Checkup: A National Assessment of Health Awareness Among 17-Year-Olds and Young Adults, 1976-77 Assessment (Denver, Colo.: Education Commission of the States, National Assessment of Educational Progress, 1978) also contains data from the basic life skills survey related to health maintenance skills.

"index of functional literacy" was later changed to "index of basic skills."

The study was conducted in two phases. The first phase took place during the 1974-75 assessment year, and used existing National Assessment items taken from various subject areas. It focused on the effects of tape recorded, paced item presentations. National Assessment administrations usually require that items be read to students through tape recordings and that students be moved from item to item, or paced, using the taped item presentation mode. Assessment administrations for the study were done with and without the use of these paced tape recordings. Results for taped administrations and nontaped administrations of assessment booklets suggest little difference between the two modes.[2] Therefore, nontaped item presentation was used for most of the second phase of the study.

This second phase of the feasibility study was more extensive than the first. To distinguish it from the initial study phase, it became known as the assessment area of basic life skills. A description of the BLS development follows.

Identification of Basic Skills Areas

During the winter of 1975, three conferences were held to identify the major skills areas important for National Assessment to measure at the 17-year-old level. These areas were designated important during the conferences:

- Basic literacy skills (reading, writing, mathematics)
- Career skills
- Citizenship skills
- Community resource utilization skills
- Consumer skills
- Family responsibility skills
- Health maintenance skills
- Interpersonal skills

Since National Assessment had already conducted major assessments in the areas of reading, writing and mathematics, no further development of these areas was deemed necessary for BLS, and they were omitted from the study. The remaining seven skills areas formed the core of the BLS assessment.

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[2] Basic Skills Feasibility Study: Report on Field Administration Questions (Denver, Colo.: Education Commission of the States, National Assessment of Educational Progress, 1976).

Generation of Guidelines for Basic Life Skills Item Development

During the summer of 1975, the National Assessment staff reviewed various existing sets of objectives in the life skills and coping skills areas. These objectives, specifically including objectives culled from the Applied Performance Level Project and the Atlanta Public Schools Assessment, served as the basis for a draft of guidelines for writing basic life skills items. During the fall of 1975, the guidelines draft was reviewed by staff members and community people served by the Appalachian Adult Education Center at Morehead University, the Life Coping Skills Project at Columbia University and the Right-to-Read Project at the University of Maine. The draft was also reviewed by various other specialists familiar with life skills development. Appendix A includes the guidelines that resulted from these reviews, and Appendix B lists the individuals involved in development of the guidelines.

It should be noted that the guidelines shown in Appendix A are not intended to be comprehensive education goals and objectives for basic life skills. They were developed only as general directions for item writing. Several important aspects of each skills area were included in the guidelines, but as many other important aspects were omitted.

Basic Life Skills Item Development

Following completion of the guidelines, several hundred multipart exercises were developed to address topics in each skills area. Because of budget limitations, item development activities for each skills area were also limited, and not all of a large number of topics in each skills area could be assessed. The general approach for each skills area was to have the items written by a small team of consultants, administered to a small number of 17-year-olds in various locations around the country (to check for feasibility, for comprehension of questions, etc.), and then reviewed along with the preassessment results by other consultants familiar with the area being developed. Appendix C lists people who were involved in the development and review of these BLS items.

Basic Life Skills Technical Characteristics

Sampling

National Assessment selected 17-year-old respondents born between October 1958 and September 1959 using a deeply stratified, multistage probability sample design.[3] This sample design guaranteed that each respondent would be

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[3]See Appendix D for a discussion of the National Assessment sampling design and procedures.

selected with a known probability; hence, each respondent represented a known fraction of the entire population of 17-year-olds. By weighting each respondent's performance inversely to his or her probability of selection, National Assessment could then make appropriate generalizations about the entire population of 17-year-olds.

The number of students selected for participation in the basic life skills assessment was one-half the number involved in regular National Assessment administrations. About 1,300 students responded to each of the six BLS assessment booklets. Each booklet was half-sampled, by pairing it with another BLS booklet and designating the pair as one administration. Thus, one BLS booklet was given to one-half an administration session and the other given simultaneously to the other half of the same session. There were 10 to 35 students in each session, averaging about 14 students per session.

Assessment Booklets and Items

The BLS assessment involved 168 items distributed across six booklets, and each booklet contained 25 to 30 items. Items related to each skills area were distributed across as many booklets as possible so that each booklet contained items from four to six different skills areas.

For assessments in most learning areas, National Assessment procedures require respondents to record their answers in designated places in the assessment booklets. In the basic life skills assessment, each booklet was accompanied by a separate, specially designed answer sheet on which students recorded their answers. Assessment booklets were thus available for reuse.

Tape Recorded Items

Two pairs of items measuring interpersonal communication skills were presented to respondents by means of tape recordings. Respondents read all other items to themselves, pacing their own work to fit the total allotted assessment time.

The first pair of interpersonal communication skills items, with National Assessment identification numbers 302013 and 302008, were presented by means of tape recordings in BLS booklets 12 and 13. The item pair with identification numbers 302016 and 302017 were taped and presented in BLS booklets 14 and 15. The two remaining BLS booklets, 16 and 17, did not contain any tape recorded items.

Item Response Rates

Item nonresponse refers to respondents' failure to answer some items in their assessment booklets. This is generally a very minor problem in National Assessment data. Through an unusual set of circumstances, however, item nonresponse was a major problem for BLS. Items in the latter half of each of the

six basic life skills assessment booklets suffered from rather low response rates. Nonresponse to an item is difficult to explain. Failure to respond could mean either that the student read the item and chose not to respond to it, or that the student did not have the opportunity to read or respond to the item within the allotted assessment time.

The problem of low response rates for some items has been accounted for in this report by omitting items with high nonresponse rates. Items with national-level response rates of 90% or less have been excluded. Items with national response rates greater than 90% were analyzed for this report in a manner that treated nonresponses (zeros) as incorrect responses. Where the data in this report and in the Results Manual overlap, it should be noted that the values shown in the Results Manual are likely to be somewhat higher because the Results Manual values were adjusted to reflect only the performance of students who actually answered an exercise.

Item response rates should not be confused with booklet nonresponse rates mentioned in the following section, Measures of Achievement, of this chapter and in Appendix E. Booklet nonresponse refers to a student's failure to respond to an entire booklet because he failed to attend the assessment session.

Measures of Achievement

The basic measure of achievement reported by National Assessment is the percentage of students responding acceptably to a given item. This percentage is an estimate of the percentage of 17-year-olds who would respond acceptably to a given item if every 17-year-old in the country were assessed.

Procedures for estimating percentages of acceptable responses to items are dependent on the sample design. Each response by an individual is weighted and multiplied by an adjustment factor for nonresponse to an entire assessment booklet.[4] An estimate of the percentage of a particular age group that would have responded to an item acceptably if the entire age group were assessed is defined as the weighted number of acceptable responses divided by the weighted number of all responses. A similar ratio of weights is used to estimate percentages of acceptable responses for NAEP reporting groups or subpopulations of interest.

The difference between the percentage of acceptable responses for a reporting group and that of the entire age group on an exercise describes the performance of any reporting group relative to the entire age group. This difference is a positive number if the group achieves a higher percentage than the entire age group and is a negative number if the group achieves a lower percentage. For example, a group performance of +1.8 indicates that the percentage of acceptable responses for the group is 1.8 percentage points higher than the national percentage of acceptable responses for the entire age level.

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[4]Appendix E discusses nonresponse in assessment samples.

To present a general picture of achievement, performance on integral sets of items are summarized by using the means of percentages of acceptable responses to the items. The mean should be interpreted literally as the arithmetic average of the percentages of acceptable responses. Means of the differences between reporting-group achievement levels and national achievement levels are also computed.

The mean is a convenient, easily presented statistic for reporting. It is not, however, the best summary statistic to show average performance levels, since assessments are constructed so that they contain a wide range of percentages of correct responses or difficulty levels. Means of differences between reporting-group percentages and national percentages for a set of items are somewhat more accessible to interpretation because they are not as affected by the assessment construction process. Mean differences between reporting-group percentages and national percentages are reported in Chapter 3.

Estimating Variability in Achievement Measures

National Assessment uses a national probability sample at each age level to estimate the proportion of people who would successfully complete an exercise. The particular sample selected is one of a large number of all possible samples of the same size that could have been selected with the same sample design. Since an achievement measure computed from each of the possible samples would differ from one sample to another, the standard error of this statistic is used as a measure of the sampling variability among all possible samples. A standard error, based on one particular sample, serves to estimate the sampling variability.

In the interest of sampling and cost efficiencies, National Assessment uses a complex, stratified, multistage probability sample design. Typically, complex designs do not provide for unbiased or simple computation of sampling errors. A reasonably good approximation to standard-error estimates of percentages of acceptable responses is obtained by applying the jackknife procedure[5] to first-stage sampling units within strata. Standard errors for achievement measures such as group differences, mean percentages or mean group differences for a particular assessment year are estimated directly, taking

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[5]R.G. Miller Jr., "A Trustworthy Jackknife," Annals of Mathematical Statistics, No. 35 (1964), pp. 1594-1705; R.G. Miller Jr., "Jackknifing Variances," Annals of Mathematical Statistics, No. 39 (1968), pp. 567-82; F. Mosteller and J.W. Tukey, "Data Analysis Including Statistics," in Handbook of Social Psychology (2nd ed.), eds. E. Aronson and G. Lindzey (Reading, Mass.: Addison-Wesley, 1968).

advantage of features of the jackknife procedure that are generic to all of these statistics.[6]

The standard error provides an estimate of sampling reliability for the achievement measures used by National Assessment. It is comprised of sampling error and other random error associated with the assessment of a specific item or set of items. Random error includes all possible nonsystematic error associated with administering specific exercises to specific students in specific situations. Random differences among scorers for the open-ended items are also included in the standard errors.

In this report, differences that are at least twice as large as their standard errors are designated by an asterisk. In so designating these differences, we are adopting the usual convention that differences this large would occur by chance in fewer than 5% of all possible replications of our sampling and data collection procedures.

Controlling Nonrandom Errors

Systematic errors can be introduced at any stage of an assessment -- exercise development, preparation of exercise booklets, design of administration procedures, field administration, scoring or analysis. These nonsampling, nonrandom errors are very difficult to quantify, nor can we directly estimate the magnitude of the bias they introduce into our estimates.

However, systematic errors can be controlled in large part by employing uniform administration and scoring procedures and by requiring rigorous quality control in all phases of an assessment. If the systematic errors are the same from group to group, the differences in percentages or mean percentages are measures with reduced bias since subtraction tends to cancel the effect of the systematic errors.

Definitions of Reporting Groups

National Assessment analyzes results for certain categories of respondents. Because of the restricted basic life skills sample size, the number of groups for whom BLS results can be reported with an acceptable level of sampling error is relatively small. Results are reported for respondents classified according to sex, region of the country, modal grade and modal grade by sex. Definitions of the categories used in this report follow.

Sex. Results are presented for males and females.

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[6] See Appendix D for a more detailed description of National Assessment's computation of standard errors.

Region. The country has been divided into four regions: Northeast, Southeast, Central and West. States included in each region are shown on the following map.

Modal grade level. Results are computed for the most frequently occurring grade level among 17-year-olds sampled: 11th grade.

Modal grade by sex. This category includes results for 17-year-old males and 17-year-old females in the 11th grade.

CHAPTER 2

EXERCISE DATA

Content of the Data Tables

Item Identification

Tables in this chapter contain summary data for items. Data associated with each item are indexed by the item's National Assessment identification number. These numbers are listed in numerical order. Item identification numbers convey basic information about the relationship between item development guidelines and item content as follows, using Item I-601004-818-3 as an example.

I-601004-818-3	The initial letter I indicates that this item was developed specifically for the basic life skills assessment. One item in the tables has an initial 3 rather than an I because it was drawn from a set of citizenship assessment items.
I-6<u>0</u>1004-818-3	The 6 indicates that this item was written for the skills area shown in the item-writing guidelines as VI, that is, community resource skills.
I <u>60</u>1004-818-3	The second and third digits, 01, in the number 601004, show that this item was written to address part A of skills area VI in the item guidelines: Given possible problems connected with finances, the student is able to identify community resources and services available to help in meeting these problems.
I-601<u>004</u>-818-3	The last three numbers, 004, in 601004, constitute a unique identifying number for this item.
I-601004-<u>818</u>-3	The numbers 818 indicate assessment item cycle information useful for internal data retrieval and analyses. They are not essential for BLS data interpretation.
I-601004-818-<u>3</u>	The final number in the series indicates the age level to whom the item was administered. A 3 means the item was given to 17-year-olds. Some item identification numbers end in 34, indicating that the item was admin-

istered to 17-year-olds and adults (34), although only data from the 17-year-old administration is displayed.[1]

Data Entry Identification

An excerpt of the data entries for I-601004-818-3 follows.

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11 TH GRADE --->		
		REGION				SEX		SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-601004-818-3 B001/001 PKG-EXER: 14-10 When picking up cleaning the cleaners are missing your expensive leather coat. What can you do?										
RESPONSE: 01* Gave at least 1 acceptable response to each of Parts B,C and D.										
P-VALUE	62.5	56.6	57.5	66.7	66.4	58.9	65.8	64.6	61.3	67.6
SE OF P-VALUE	1.6	4.5	3.8	3.2	1.8	2.8	2.2	2.0	3.4	2.4
DELTA P		-5.9	-5.0	4.2	3.8	-3.6	3.3	2.1*	-1.2	5.1*
SE OF DP		3.9	2.9	2.5	2.1	2.0	1.7	0.9	2.6	2.0
EXERCISE: I-601004-818-3 B002/002 PKG-EXER: 14-10 Part B. How can you legally prove that the coat was taken to the store for cleaning?										
RESPONSE: 01* Gave at least 1 acceptable method of proof.										
P-VALUE	84.6	73.3	83.3	89.1	88.5	80.2	88.6	85.6	82.0	88.8
SE OF P-VALUE	1.2	4.5	2.3	1.9	1.3	2.2	1.3	1.4	2.8	1.5
DELTA P		-11.3*	-1.3	4.5*	3.9*	-4.4*	4.0*	1.0	-2.6	4.2*
SE OF DP		3.8	2.1	1.6	1.6	1.4	1.2	0.7	2.2	1.5

Notice that immediately following the item identification number (Exercise: I-601004-818-3), on the same line, is more information about the item. The first reference to I-601004-818-3 is followed by the number B001/001. This number is valuable for retrieval of this particular entry from the larger data files available at National Assessment, but is not necessary for interpretation of the tables. The next information is shown as: PKG-EXER: 14-10, which conveys the booklet (package) number and item (exercise) number within the booklet where I-601004-818-3 was located for the BLS assessment. Readers who have access to the booklets used for BLS will find this item as the 10th one in BLS booklet 14.

The content of the item or source of each set of data related to an item is briefly described following the booklet/item location information. The necessary brevity of these descriptions occasionally obscures some information. This situation generally can be alleviated by referring to a copy of the item

[1]Adult data can be found in Technical Information and Data From the 1977 Young Adult Assessment of Health, Energy and Reading, 1976-77 Assessment (Denver, Colo.: Education Commission of the States, National Assessment of Educational Progress, 1979).

or to the scoring information for the item. Item scoring information is found in the Guide for an Assessment of Basic Life Skills.

Below the item identification information is a line that describes the content of the response under consideration. Item I-601004-818-3, for example, has numerous sets of data associated with it, and preceding each portion is a brief description of the meaning of the data entries. The line begins with RESPONSE: followed by a pair of numbers that may or may not be asterisked. These numbers are for data retrieval purposes and are not necessary to interpret the table. Response content is described briefly on the same line. Again, brevity of description occasionally leads to obscurity, which can be alleviated by referring to a copy of the item.

For each table segment, data entries are labeled down the left side of the page. Percentages of respondents who would give a particular response are given in the line labeled P-VALUE. The sampling standard error associated with this percentage is shown in the line SE OF P-VALUE. Similarly, DELTA P refers to the difference between a percentage in a reporting group and the nation, and SE OF DP is the sampling standard error of the difference in percentages.

Reporting-group labels are shown across the top of each table. NATION refers to the percentage of 17-year-old students in the nation who would respond in a particular way. Data are then categorized by region of the country and by sex of the respondent. Modal, or 11th grade, data are shown next, with the label NATION referring to all 11th-grade 17-year-old students in the nation, followed by headings for 17-year-old males and females in the 11th grade.

Item Performance Statistics

Statistics shown for each item reflect students' performance on that item. Item performance is shown as the percentage of all 17-year-olds in a particular reporting group who would answer the item correctly, thus demonstrating attainment, or nonattainment, of the aspect of the item guidelines being measured. Items in basic life skills take two forms: single-part items that assess a single concept, and multipart items that address related concepts. Performance levels on the single-part items are the percentage of respondents who chose the correct or best answer to the item.

Performance on multipart items can be expressed in two ways. If the parts address concepts that are only distantly related, they can be treated separately, as single-part items. If the item's multiple parts all measure very closely related concepts, or if the parts cluster to measure two or three somewhat different concepts, respondents' performance can be reported by the percentage of correct or best responses to certain combinations of parts.

Performance on multipart exercises can also be reported in interesting ways that are not necessarily related to attainment of an aspect of the item guidelines. A few such additional sets of item data are presented in the tables in this chapter. Texts accompanying all sets of data explain their nature.

Not all BLS exercises administered to 17-year-olds are listed in the tables. In some instances, omitted exercises were of a general survey nature that did not involve best or correct responses upon which to base performance estimates. Data for these exercises can be found in the Basic Life Skills: Results Manual. In other instances, exercise response rates were too low to provide a firm basis for generalizations. Such exercise data have been omitted both from this report and the Basic Life Skills: Results Manual.

Data entries in the line showing differences between group performance and national performance (DELTA P) will occasionally be accompanied by an asterisk. Differences that are at least twice as large as their standard errors are so designated, following the usual convention, as stated in Chapter 1, that differences this large would occur by chance in fewer than 5% of all possible replications of our sampling and data collection procedures.

	ALL 17-YEAR-OLDS							11 TH GRADE	
		REGION				SEX		SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-100001-010-3 A001/001 PKG-EXER: 12-07 Can one get help from the following sources for completing income tax forms correctly?

RESPONSE: 01* Yes, one can get help on tax forms from a private income tax expert.

P-VALUE	91.5	91.9	90.2	92.1	91.7	91.7	91.3	93.4	93.7	93.1
SE OF P-VALUE	0.9	2.5	2.1	1.3	1.8	1.1	1.2	0.9	1.3	1.0
DELTA P		0.4	-1.3	0.6	0.2	0.2	-0.1	1.9*	2.2*	1.6
SE OF DP		2.2	1.8	1.2	1.6	0.7	0.7	0.6	1.0	0.9

RESPONSE: 02* No, one cannot get help on federal tax forms from a Social Security office.

P-VALUE	60.3	59.6	62.6	61.4	57.3	64.8	56.1	60.9	66.9	55.8
SE OF P-VALUE	1.5	2.2	3.1	3.3	2.6	2.5	1.9	1.8	2.9	2.5
DELTA P		-0.7	2.3	1.1	-3.0	4.5*	-4.2*	0.6	6.6*	-4.5
SE OF DP		2.3	2.7	2.5	2.4	1.7	1.6	1.0	2.2	2.3

RESPONSE: 01* Yes, one can get help on tax forms from an Internal Revenue Service office.

P-VALUE	65.3	65.8	65.6	67.2	62.2	67.6	63.1	68.5	72.6	64.9
SE OF P-VALUE	1.5	3.6	2.2	2.7	3.1	1.9	2.4	1.8	2.2	2.8
DELTA P		0.5	0.3	2.0	-3.1	2.3	-2.2	3.2*	7.3*	-0.3
SE OF DP		3.2	2.2	2.2	2.6	1.7	1.6	0.9	1.9	2.1

RESPONSE: 01* Yes, one can get help on tax forms from a federal income tax book.

P-VALUE	93.3	91.1	94.8	94.0	92.9	93.4	93.2	93.8	94.6	93.2
SE OF P-VALUE	0.7	1.6	1.3	1.2	1.8	1.3	0.9	0.8	1.4	1.1
DELTA P		-2.2	1.1	0.7	-0.4	0.1	-0.1	0.5	1.3	-0.1
SE OF DP		1.5	1.2	1.0	1.4	0.8	0.8	0.5	1.2	1.0

EXERCISE: I-100002-010-3 A001/001 PKG-EXER: 13-03 Which one of the following is the largest single deduction taken from the average pay check?

RESPONSE: 01* Federal tax is the largest single deduction.

P-VALUE	48.4	48.3	52.1	47.5	46.2	55.0	42.0	48.3	56.4	40.6
SE OF P-VALUE	1.7	2.3	3.7	3.7	3.3	2.5	1.9	2.0	2.9	2.3
DELTA P		-0.1	3.6	-0.9	-2.2	6.5*	-6.5*	-0.1	8.0*	-7.8*
SE OF DP		2.5	3.2	2.8	2.9	1.5	1.4	0.8	2.1	1.7

EXERCISE: I-100003-010-3 A001/001 PKG-EXER: 15-09 Are the following statements about Social Security true or false?

RESPONSE: 01* True. Social Security can provide continuing income.

P-VALUE	90.1	92.5	90.2	88.1	90.6	89.3	90.9	91.1	90.7	91.4
SE OF P-VALUE	0.9	1.6	2.2	1.7	1.9	1.4	1.1	1.2	1.5	1.5
DELTA P		2.5	0.1	-1.9	0.6	-0.8	0.8	1.0	0.6	1.3
SE OF DP		1.6	1.8	1.4	1.7	0.9	0.9	0.6	1.1	1.1

RESPONSE: 01* True. One must work certain amount of time before getting Social Security.

P-VALUE	59.5	57.9	55.3	67.3	54.8	59.6	59.4	57.3	56.0	58.4
SE OF P-VALUE	1.3	3.7	2.7	2.1	2.0	2.0	2.2	1.6	2.3	2.5
DELTA P		-1.6	-4.2	7.8*	-4.7*	0.1	-0.1	-2.2*	-3.5	-1.1
SE OF DP		3.2	2.4	1.8	2.0	1.7	1.6	0.9	2.0	2.1

RESPONSE: 02* False. Every American citizen is not covered by Social Security.

P-VALUE	63.1	62.4	63.1	66.7	59.2	64.9	61.5	63.2	62.8	63.5
SE OF P-VALUE	1.4	2.5	3.3	2.9	2.1	2.1	2.0	1.8	2.9	2.6
DELTA P		-0.7	-0.0	3.5	-3.9	1.8	-1.7	0.1	-0.3	0.4
SE OF DP		2.4	2.8	2.2	2.0	1.5	1.4	0.8	2.3	2.1

RESPONSE: 01* True. Money for Social Security benefits comes from insured peoples' wages.

P-VALUE	69.6	67.8	66.3	70.1	73.4	73.3	66.1	69.0	72.3	66.1
SE OF P-VALUE	1.1	2.5	2.8	1.7	1.9	2.1	1.9	1.1	2.1	1.8
DELTA P		-1.8	-3.3	0.5	3.8*	3.7*	-3.5*	-0.6	2.7	-3.5*
SE OF DP		2.3	2.3	1.5	1.7	1.8	1.6	0.7	1.9	1.5

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-100203-818-3 A001/001 PKG-EXER: 15-09 Are the following statements about Social Security true or false?

RESPONSE: 02* False. Social Security benefits are not subject to federal income tax.

P-VALUE	39.9	40.1	38.9	39.7	40.9	47.1	33.1	40.2	48.3	33.2
SE OF P-VALUE	2.0	5.2	3.8	4.1	2.3	2.7	2.3	2.1	3.2	2.6
DELTA P		0.2	-1.0	-0.2	1.0	7.2*	-6.8*	0.3	8.4*	-6.7*
SE OF DP		4.5	3.4	3.2	2.6	1.6	1.6	1.0	2.4	2.1

RESPONSE: 01* True. The company worked for pays equal amount to Social Security.

P-VALUE	56.9	61.9	55.7	56.8	58.6	58.0	56.0	56.8	57.7	56.1
SE OF P-VALUE	1.7	3.1	4.1	3.6	2.4	2.2	2.2	2.0	2.7	2.6
DELTA P		5.0	-1.3	-0.1	-2.4	1.0	-1.0	-0.1	0.7	-0.9
SE OF DP		3.0	3.4	2.8	2.4	1.4	1.4	1.0	2.1	1.8

RESPONSE: 01* True. One should inquire about Social Security when someone in family dies.

P-VALUE	78.1	76.5	74.3	81.4	78.5	77.5	78.5	79.2	79.1	79.2
SE OF P-VALUE	1.7	4.9	3.3	2.2	3.9	2.5	1.6	1.8	2.5	1.9
DELTA P		-1.5	-3.7	3.3	0.5	-0.5	0.5	1.1	1.1	1.1
SE OF DP		4.3	3.0	2.1	3.2	1.2	1.1	0.7	1.5	1.3

RESPONSE: 01* True. Unmarried children may be able to receive Social Security benefits.

P-VALUE	75.2	78.8	77.3	75.7	69.9	72.1	78.0	75.5	72.0	78.5
SE OF P-VALUE	1.7	3.5	3.5	3.4	2.7	2.2	2.2	2.1	2.7	2.3
DELTA P		3.6	2.1	0.5	-5.3*	-3.0*	2.9*	0.3	-3.1	3.3*
SE OF DP		3.2	3.0	2.6	2.5	1.5	1.4	0.8	1.8	1.5

RESPONSE: 01* True. When obtaining a new job, give employer your Social Security number.

P-VALUE	92.8	95.0	88.8	94.4	92.8	91.8	93.7	94.4	94.3	94.6
SE OF P-VALUE	0.7	1.4	1.6	1.1	1.9	1.1	0.9	0.8	1.3	0.9
DELTA P		2.2	-3.9*	1.6	0.1	-0.9	0.9	1.6*	1.5	1.8*
SE OF DP		1.4	1.4	1.0	1.5	0.7	0.6	0.7	1.3	0.9

EXERCISE: I-100304-818-3 A001/001 PKG-EXER: 16-01 Free help for individuals who have difficulty completing income tax returns is provided by whom?

RESPONSE: 01* Internal Revenue Service.

P-VALUE	50.4	47.7	48.5	53.4	50.3	54.0	47.0	52.6	59.4	46.6
SE OF P-VALUE	1.7	4.5	2.7	2.5	4.4	2.2	2.4	1.8	2.6	2.6
DELTA P		-2.7	-1.8	3.0	-0.1	3.6*	-3.4*	2.2*	9.1*	-3.8
SE OF DP		4.0	2.5	2.3	3.6	1.5	1.5	0.9	2.0	2.1

EXERCISE: I-101001-818-3 A001/001 PKG-EXER: 15-05 If a $32 dress can be sewn with $12.95 worth of materials, how much money can be saved by sewing it?

RESPONSE: 04* $19.05 can be saved by sewing the dress instead of buying it.

P-VALUE	75.5	67.3	73.4	77.4	81.1	74.4	76.4	78.3	79.0	77.7
SE OF P-VALUE	1.4	3.6	3.4	2.2	1.8	1.9	2.3	1.4	2.1	2.3
DELTA P		-8.2*	-2.1	1.9	5.6*	-1.0	1.0	2.8*	3.5	2.2
SE OF DP		3.1	2.8	1.9	1.9	1.7	1.6	0.8	2.0	1.8

EXERCISE: I-101002-818-3 A001/001 PKG-EXER: 14-09 Which means of transportation would cost the most money when traveling back and forth to work?

RESPONSE: 01* Driving a personal car would cost more than bus, bicycle or car pool.

P-VALUE	80.2	77.3	83.3	84.1	74.6	82.5	78.0	82.0	84.6	79.7
SE OF P-VALUE	1.5	3.3	3.0	1.7	3.7	1.7	2.4	1.4	1.9	2.3
DELTA P		-2.9	3.1	3.9*	-5.6	2.3	-2.1	1.8*	4.5*	-0.5
SE OF DP		3.0	2.6	1.8	3.0	1.6	1.4	0.7	1.9	1.4

	ALL 17-YEAR-OLDS						11 TH GRADE		
		REGION			SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-101003-818-3 A001/001 PKG-EXER: 13-12 Which budget would be best for helping to save enough to buy a car and also help with food expenses?

RESPONSE: 03* Budget C:Ride to work-$1.50, School-$.75, Fun-$4, Food-$7, Save-$11.75.

P-VALUE	71.0	65.8	71.2	74.6	70.1	70.4	71.6	73.7	73.3	74.1
SE OF P-VALUE	1.4	2.2	2.0	3.4	2.5	2.3	2.0	1.3	2.3	2.3
DELTA P		-5.2*	0.2	3.6	-0.9	-0.6	0.6	2.7*	2.3	3.1
SE OF DP		2.3	2.0	2.5	2.2	1.7	1.7	0.7	2.0	2.0

EXERCISE: I-101004-818-3 A001/001 PKG-EXER: 12-15 What statements or agencies guarantee electrical appliances meet minimum safety standards?

RESPONSE: 02* Seal of approval from magazine does not guarantee safety of appliance.

P-VALUE	74.3	70.1	74.1	73.9	77.9	74.7	73.9	76.7	78.5	75.2
SE OF P-VALUE	1.3	3.2	3.4	1.9	2.1	2.1	2.1	1.5	2.2	2.0
DELTA P		-4.2	-0.2	-0.4	3.6	0.4	-0.4	2.4*	4.2*	0.9
SE OF DP		2.9	2.8	1.7	2.0	1.7	1.5	0.9	2.0	1.5

RESPONSE: 02* Salesperson's statement does not guarantee safety of appliance.

P-VALUE	87.6	80.3	87.7	91.0	88.7	85.7	89.4	93.7	90.5	90.8
SE OF P-VALUE	1.0	2.4	2.1	1.8	1.8	1.7	1.2	1.1	1.7	1.3
DELTA P		-7.3*	0.0	3.4*	1.1	-1.9	1.8	3.0*	2.9*	3.2*
SE OF DP		2.2	1.8	1.5	1.6	1.1	1.0	0.8	1.3	1.2

RESPONSE: 01* An Underwriters Lab stamp or tag on an appliance does guarantee its safety.

P-VALUE	77.9	73.5	77.9	81.0	77.0	77.7	78.0	80.0	80.2	79.8
SE OF P-VALUE	1.1	3.1	2.1	1.5	2.6	2.0	1.8	1.3	2.0	2.0
DELTA P		-4.3	0.0	3.2*	-0.8	-0.2	0.2	2.1*	2.3	1.9
SE OF DP		2.8	1.9	1.5	2.2	1.6	1.5	0.8	1.8	1.6

RESPONSE: 02* A 12 month warranty does not guarantee safety of an appliance.

P-VALUE	65.1	60.7	65.4	66.8	65.8	69.3	61.2	69.2	75.1	64.2
SE OF P-VALUE	1.2	2.0	2.2	1.9	3.0	1.9	1.8	1.4	2.2	2.0
DELTA P		-4.4*	0.3	1.7	0.7	4.2*	-3.9*	4.1*	10.0*	-0.9
SE OF DP		2.0	2.0	1.6	2.4	1.5	1.4	0.9	1.9	1.8

EXERCISE: I-102001-818-3 B001/001 PKG-EXER: 16-07 If one can spend $40 to redecorate a room, which items on list of possibilities can be bought?

RESPONSE: 08* Correctly determined whether or not all 8 items could be bought for room.

P-VALUE	57.2	55.7	57.3	62.6	50.9	52.4	61.7	61.5	58.6	64.0
SE OF P-VALUE	1.7	4.5	3.7	2.9	2.9	2.5	1.8	1.9	2.9	2.4
DELTA P		-1.6	0.1	5.4*	-6.3*	-4.8*	4.5*	4.2*	1.3	6.7*
SE OF DP		4.0	3.0	2.5	2.7	1.5	1.4	1.0	2.1	2.2

EXERCISE: I-102006-818-3 A001/001 PKG-EXER: 16-15 Which of 3 ads for television sets is least deceptive?

RESPONSE: 01* 20% off-All Hi-tone Color TV sets Reg $395.99 Now $316.79-Good thru 12-21.

P-VALUE	58.0	57.5	56.1	55.3	64.3	57.1	58.8	60.1	60.8	59.6
SE OF P-VALUE	2.1	5.6	2.6	4.6	3.3	2.3	2.7	2.0	2.1	2.9
DELTA P		-0.5	-1.9	-2.7	6.3	-0.8	0.8	2.1*	2.8	1.6
SE OF DP		5.0	2.8	3.4	3.2	1.5	1.4	0.8	2.0	1.6

EXERCISE: I-102011-818-3 A001/001 PKG-EXER: 14-03 Can you legally keep an unordered article received in the mail that has a notice of payment due?

RESPONSE: 01* Yes, you can legally keep an unordered article received in the mail.

P-VALUE	22.0	22.9	18.8	21.9	24.5	24.0	20.3	22.6	25.0	20.5
SE OF P-VALUE	1.5	2.9	1.9	2.6	3.7	2.3	1.8	1.6	2.7	2.1
DELTA P		0.9	-3.2	-0.1	2.4	1.9	-1.8	0.6	3.0	-1.5
SE OF DP		2.7	2.0	2.1	3.0	1.5	1.4	0.6	2.1	1.9

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-102012-018-3 A001/001 PKG-EXER: 13-08 Which magazine would be the best source of information about the quality of brand name products?

RESPONSE: 03* Consumer Reports is the best source of information about product quality.

P-VALUE	81.9	78.1	83.9	82.2	82.4	81.2	82.6	85.7	84.5	86.8
SE OF P-VALUE	1.2	2.1	1.6	2.6	2.3	1.4	1.8	1.2	1.8	1.6
DELTA P		-3.8	2.0	0.3	0.5	-0.7	0.7	3.8*	2.6	4.9*
SE OF DP		2.0	1.7	2.0	2.0	1.2	1.1	0.8	1.6	1.2

EXERCISE: I-102013-018-3 B003/003 PKG-EXER: 15-11 What information is required by law to be on canned food labels? Know 4 out of Parts A,F,H,I and J.

RESPONSE: >04* Of information on quantity,additives,nutrition,weight & ingredients,knew 4.

P-VALUE	52.7	48.9	50.8	56.9	52.0	51.9	53.5	53.7	53.6	53.7
SE OF P-VALUE	1.3	3.6	2.5	2.1	2.6	2.2	2.1	1.7	2.9	3.1
DELTA P		-3.8	-1.9	4.2*	-0.7	-0.8	0.8	1.0	0.9	1.0
SE OF DP		3.2	2.2	1.9	2.2	1.8	1.7	0.9	2.6	2.6

EXERCISE: I-102013-018-3 B004/004 PKG-EXER: 15-11 What information is required by law to be on canned food labels? Know 3 out of Parts B,C,D,E and G.

RESPONSE: >03* Of information on common name, uses, pieces, canner and recipes, knew 3.

P-VALUE	91.7	91.3	89.2	93.1	92.6	91.5	92.0	93.2	93.1	93.4
SE OF P-VALUE	1.1	1.9	3.2	1.6	1.4	1.2	1.8	1.1	1.3	1.7
DELTA P		-0.4	-2.5	1.4	0.9	-0.3	0.3	1.5*	1.4	1.6
SE OF DP		1.9	2.5	1.5	1.4	1.1	1.1	0.5	1.3	1.0

EXERCISE: I-102015-018-34 B001/001 PKG-EXER: 15-22 What actions are appropriate ways to get medicine for less? Know 2 out of 4 Parts.

RESPONSE: >02* Knew at least 2 of 4 actions appropriate or not to get medicine for less.

P-VALUE	78.5	73.5	75.2	81.5	81.7	75.0	81.9	79.8	76.7	82.5
SE OF P-VALUE	1.6	3.5	4.2	2.6	3.2	2.5	1.6	1.8	2.6	1.9
DELTA P		-5.1	-3.4	3.0	3.2	-3.5*	3.4*	1.3	-1.8	3.9*
SE OF DP		3.2	3.5	2.3	2.8	1.3	1.2	0.9	1.8	1.5

EXERCISE: I-102016-018-3 B003/003 PKG-EXER: 12-04 What facts about clothing and fabric labels are true or false? Know A and (B or C or D).

RESPONSE: 01* Knew care label on clothes required by law & got 1 of 3 others correct.

P-VALUE	41.9	40.4	41.5	42.8	42.2	40.2	43.4	42.0	41.7	42.3
SE OF P-VALUE	1.5	3.4	3.4	2.[illegible]	2.9	2.2	2.4	1.7	2.2	2.5
DELTA P		-1.5	-0.4	0.4	0.3	-1.7	1.6	0.1	-0.2	0.4
SE OF DP		3.1	2.9	2.2	2.5	1.8	1.7	0.9	1.9	1.7

EXERCISE: I-102018-018-3 B005/005 PKG-EXER: 17-08 What items indicate a serious problem with a used car?

RESPONSE: 01* Knew Parts G and K and either A or B.

P-VALUE	54.6	58.4	55.4	54.8	50.2	57.1	52.0	57.0	60.4	53.7
SE OF P-VALUE	2.0	4.7	3.3	3.3	4.8	2.5	2.5	2.1	2.8	3.2
DELTA P		3.9	0.9	0.2	-4.3	2.5	-2.6	2.4*	5.8*	-0.8
SE OF DP		4.3	3.0	2.7	4.0	1.5	1.5	1.1	2.1	2.3

RESPONSE: >04* Knew 4 of Parts C,D,E,H,I.

P-VALUE	45.9	46.5	45.9	51.1	38.4	55.8	36.0	48.1	60.1	36.5
SE OF P-VALUE	1.9	4.4	3.3	3.7	3.3	3.1	1.9	2.4	3.0	2.5
DELTA P		0.6	-0.1	5.2	-7.6*	9.9*	-9.9*	2.1*	14.1*	-9.4*
SE OF DP		4.0	3.0	2.8	3.0	1.7	1.8	1.0	2.0	1.8

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-103003-818-3 B001/001 PKG-EXER: 12-14 Under which conditions can stores legally refuse to establish a charge account for one?

RESPONSE: >03* Knew legality of 3 out of 4 reasons for credit refusal.

P-VALUE	65.4	67.4	68.2	68.1	66.7	63.6	67.0	66.7	66.7	66.7
SE OF P-VALUE	1.4	3.6	2.4	2.2	3.2	1.9	2.2	1.6	2.1	2.4
DELTA P		2.0	-1.2	-1.3	1.3	-1.7	1.6	1.3	1.3	1.3
SE OF DP		3.2	2.2	1.9	2.6	1.5	1.4	1.1	1.9	2.0

EXERCISE: I-103007-818-3 B002/002 PKG-EXER: 14-07 Know how to read billing statement for amounts owed,due,paid,finance charges owed and to be avoided.

RESPONSE: >03* Knew 3 of amounts owed,due,paid,charges owed and charges avoided.

P-VALUE	79.2	78.5	78.7	79.5	82.7	78.7	79.6	81.2	82.[illegible]	80.2
SE OF P-VALUE	1.2	3.0	2.1	2.5	2.0	1.9	1.6	1.2	1.[illegible]	1.8
DELTA P		-0.7	-0.5	0.3	3.5	-0.5	0.4	2.0*	3.2	1.0
SE OF DP		2.6	1.9	1.9	1.8	1.3	1.2	0.8	1.6	1.5

EXERCISE: I-103009-818-3 B002/002 PKG-EXER: 13-06 What are uses and restrictions on charge cards? Know Part A and either Part B or C.

RESPONSE: 01* Knew card might involve interest charges and about signature or cash need.

P-VALUE	66.4	64.3	72.8	66.9	61.5	70.0	62.8	68.1	71.6	64.7
SE OF P-VALUE	1.2	3.4	2.9	1.6	2.2	1.5	1.9	1.4	1.7	2.0
DELTA P		-2.1	6.3*	0.5	-4.9*	3.6*	-3.6*	1.6	5.1*	-1.7
SE OF DP		2.9	2.5	1.5	2.0	1.2	1.2	0.9	1.5	1.6

EXERCISE: I-103011-818-3 A001/001 PKG-EXER: 13-24 Which savings plan would earn the greatest return on money deposited?

RESPONSE: 02* Where all money deposited earns interest from deposit to withdrawal day.

P-VALUE	63.5	50.9	63.9	68.4	70.9	60.6	66.3	66.1	65.1	67.0
SE OF P-VALUE	1.5	3.2	2.9	2.6	3.6	2.1	2.3	1.5	2.4	2.6
DELTA P		-12.6*	0.5	1.0	7.4*	-2.9	2.8	2.6*	1.6	3.5
SE OF DP		3.0	2.6	2.2	3.0	1.6	1.6	1.0	2.3	2.2

EXERCISE: I-103013-818-3 B002/002 PKG-EXER: 15-15 Before signing an installment contract-fill blanks,check payments & finance charges. (Parts A,B,D)

RESPONSE: 01* Knew that blanks should be filled,pay schedule & finance charges checked.

P-VALUE	58.0	59.6	53.8	58.9	59.6	58.3	57.7	60.5	61.3	59.8
SE OF P-VALUE	1.4	3.5	3.4	2.1	2.9	2.4	2.6	1.7	3.0	2.5
DELTA P		1.6	-4.2	0.9	1.6	0.3	-0.3	2.5*	3.3	1.8
SE OF DP		3.1	2.9	1.9	2.5	2.1	2.0	1.0	2.8	1.9

EXERCISE: I-103013-818-3 B003/003 PKG-EXER: 15-15 Before signing an installment contract-read it all and get a copy of the contract. (Part C,E)

RESPONSE: 01* Knew that one should read everything in contract and should have a copy.

P-VALUE	87.4	83.6	86.8	88.0	89.9	85.2	89.4	88.9	87.0	90.5
SE OF P-VALUE	1.1	2.4	2.5	2.5	1.1	1.7	1.3	1.2	1.8	1.4
DELTA P		-3.7	-0.5	0.6	2.5	-2.2*	2.1*	1.5*	-0.4	3.2*
SE OF DP		2.2	2.2	1.9	1.3	1.0	0.9	0.7	1.4	1.0

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-103019-818-3 A002/002 PKG-EXER: 17-03 Which statements about credit cards are true and which are false?

RESPONSE: 02* False. Companies cannot legally issue credit cards not applied for.

P-VALUE	61.5	62.4	63.7	58.8	62.1	62.8	60.2	59.6	61.1	58.2
SE OF P-VALUE	1.6	3.5	3.3	2.5	3.2	2.3	1.9	1.7	2.4	2.2
DELTA P		0.9	2.2	-2.7	0.6	1.3	-1.3	-1.9	-0.4	-3.3
SE OF DP		3.2	2.7	2.1	2.8	1.5	1.4	1.0	2.0	1.7

RESPONSE: 01* True. Credit card bills paid after the due date cost more.

P-VALUE	64.6	67.3	60.5	70.6	58.8	67.7	61.5	66.5	71.0	62.1
SE OF P-VALUE	2.1	2.0	5.1	3.8	3.9	2.8	2.1	2.5	2.9	2.5
DELTA P		2.7	-4.1	6.0	-5.8	3.1*	-3.1*	1.9	6.4*	-2.4
SE OF DP		2.6	4.1	3.0	3.5	1.3	1.2	1.2	1.8	1.3

RESPONSE: 02* False. You don't have to pay the credit card bill if merchandise is faulty.

P-VALUE	34.2	33.7	32.8	32.4	38.4	31.2	37.2	35.3	32.5	38.1
SE OF P-VALUE	1.3	3.7	1.8	2.0	3.3	2.1	2.4	1.7	2.5	2.6
DELTA P		-0.5	-1.4	-1.7	4.3	-3.0	3.0	1.1	-1.7	3.9
SE OF DP		3.2	1.8	1.8	2.8	1.8	1.9	0.7	2.2	2.0

RESPONSE: 02* False. If a billing error is found, complain to the credit card company.

P-VALUE	46.9	45.4	47.6	52.1	40.1	44.0	49.8	48.1	45.5	50.6
SE OF P-VALUE	1.6	1.7	3.3	3.3	2.8	2.6	1.8	2.0	3.1	2.2
DELTA P		-1.5	0.7	5.2*	-6.8*	-2.9	2.9	1.3	-1.3	3.8
SE OF DP		2.1	2.8	2.5	2.6	1.6	1.6	0.9	2.1	1.9

RESPONSE: 02* False. Interest charges are not figured the same way for all credit cards.

P-VALUE	34.3	32.2	35.7	33.8	35.2	36.4	32.2	34.5	37.7	31.4
SE OF P-VALUE	1.9	2.9	3.2	3.9	4.7	2.0	2.5	2.1	2.5	2.7
DELTA P		-2.1	1.4	-0.5	0.9	2.1	-2.1	0.2	3.4	-2.9
SE OF DP		3.0	3.0	3.0	3.9	1.2	1.1	1.0	1.8	1.6

EXERCISE: I-103319-818-3 B002/002 PKG-EXER: 13-27 Are these statements about rental agreements true or false? Know Parts B and C.

RESPONSE: 01* A security deposit isn't always returned & written lease legally binding.

P-VALUE	29.2	23.5	30.6	30.7	30.0	27.2	31.1	31.1	30.2	32.0
SE OF P-VALUE	1.3	3.6	3.6	1.9	1.8	1.9	2.1	1.8	2.2	2.7
DELTA P		-5.7	1.5	1.5	0.8	-1.9	1.9	2.0*	1.1	2.8
SE OF DP		3.2	2.9	1.7	1.9	1.5	1.4	0.9	1.7	2.0

EXERCISE: I-104002-818-3 A001/001 PKG-EXER: 13-18 What is best action after furnace inspection & notice to contact company for repairs at own expense?

RESPONSE: 02* Call town housing inspection agency to see if man is authorized inspector.

P-VALUE	52.5	50.2	52.9	53.1	52.9	50.9	54.0	54.1	54.0	54.1
SE OF P-VALUE	1.4	3.1	2.5	3.0	2.6	2.2	1.7	1.7	2.5	1.9
DELTA P		-2.3	0.5	0.6	0.4	-1.6	1.6	1.6	1.5	1.7
SE OF DP		2.9	2.3	2.3	2.3	1.3	1.3	0.9	1.7	1.5

EXERCISE: I-104004-818-3 B003/003 PKG-EXER: 13-22 What are appropriate actions to cancel a mailorder record club membership after unsuccessful call?

RESPONSE: 03* Knew appropriateness of keeping product, registered letter & second call.

P-VALUE	63.0	57.4	64.6	64.0	64.4	55.7	70.2	66.6	59.7	73.0
SE OF P-VALUE	1.6	2.3	2.8	3.1	3.4	2.6	1.9	1.7	2.6	2.1
DELTA P		-5.6*	1.6	1.0	1.4	-7.3*	7.2*	3.5*	-3.3	10.0*
SE OF DP		2.4	2.5	2.4	2.9	1.7	1.6	1.0	2.0	1.9

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11 TH GRADE --->		
		REGION			SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-104009-818-3 A001/001 PKG-EXER: 16-05 When a store is out of advertised product, what actions are appropriate to protect consumer rights?

RESPONSE: 02* It would be inappropriate to wait until the next sale.

P-VALUE	56.9	47.7	54.7	59.5	63.0	56.8	57.0	58.8	63.0	55.1
SE OF P-VALUE	1.7	2.2	3.9	2.1	5.1	2.1	1.8	1.6	2.1	1.6
DELTA P		-9.2*	-2.2	2.6	6.0	-0.1	0.1	1.8	6.1*	-1.9
SE OF DP		2.4	3.2	2.1	4.1	1.0	0.9	1.0	1.5	1.2

RESPONSE: 01* It would be appropriate to ask for a rain check.

P-VALUE	64.8	52.9	61.7	70.8	69.1	60.9	68.3	66.6	63.8	69.0
SE OF P-VALUE	2.0	2.3	5.3	3.0	4.0	2.3	2.4	1.9	2.4	2.5
DELTA P		-11.9*	-3.1	6.0*	4.3	-3.8*	3.6*	1.8	-1.0	4.2*
SE OF DP		2.7	4.3	2.6	3.5	1.3	1.2	1.0	2.0	1.7

RESPONSE: 02* It would be inappropriate not to shop at the store anymore.

P-VALUE	92.9	92.1	92.3	95.1	91.2	91.1	94.6	94.5	92.8	96.0
SE OF P-VALUE	1.1	1.1	1.9	1.1	3.7	1.3	1.1	0.8	1.1	1.0
DELTA P		-0.8	-0.6	2.1	-1.7	-1.8*	1.7*	1.6	-0.1	3.1*
SE OF DP		1.4	1.7	1.2	2.9	0.7	0.6	1.0	1.1	1.3

RESPONSE: 01* It would be appropriate to ask for a substitute item.

P-VALUE	63.2	59.4	59.2	67.3	65.0	61.4	64.9	63.9	62.2	65.4
SE OF P-VALUE	1.6	3.8	3.1	2.1	4.0	2.2	2.3	1.6	2.3	2.3
DELTA P		-3.8	-4.0	4.0*	1.7	-1.8	1.6	0.7	-1.0	2.2
SE OF DP		3.4	2.7	2.0	3.3	1.7	1.6	0.9	2.0	1.8

RESPONSE: 01* It would be appropriate to complain to the manager.

P-VALUE	25.0	24.8	21.9	23.8	31.4	28.4	21.9	25.2	29.1	21.7
SE OF P-VALUE	1.4	3.0	3.2	2.6	2.0	2.2	2.0	1.7	2.3	2.3
DELTA P		-0.2	-4.1	-1.2	6.4*	6.4*	-3.1*	0.1	4.1*	-3.3
SE OF DP		2.8	2.6	2.1	2.0	1.7	1.5	0.9	1.9	1.8

RESPONSE: 02* It would be inappropriate to buy the item at regular price later.

P-VALUE	47.8	38.4	45.7	51.2	52.8	49.8	45.9	48.2	51.5	45.4
SE OF P-VALUE	1.8	3.3	4.4	3.3	2.4	2.5	2.3	1.9	2.6	2.7
DELTA P		-9.4*	-2.1	3.4	5.0*	2.0	-1.9	0.4	3.7	-2.4
SE OF DP		3.1	3.6	2.6	2.5	1.7	1.6	0.8	1.9	2.0

EXERCISE: I-104010-818-3 A004/004 PKG-EXER: 16-11 What kind of car insurance covers repairs of own car if damaged as a result of an accident? (Part D)

RESPONSE: 02* Collision is the car insurance that pays for own car damaged in accident.

P-VALUE	55.0	49.6	48.7	59.9	59.5	55.1	54.9	56.7	58.5	55.0
SE OF P-VALUE	1.9	3.3	4.3	3.0	4.1	2.1	2.8	2.2	2.2	3.4
DELTA P		-5.4	-6.3	4.9	4.5	0.1	-0.1	1.6	3.5*	0.0
SE OF DP		3.2	3.5	2.6	3.5	1.7	1.6	1.1	1.7	2.4

EXERCISE: I-104010-818-3 B002/002 PKG-EXER: 16-11 What kind of car insurance covers loss by theft or vandalism? (Parts C or H)

RESPONSE: 01* Comprehensive coverage is the insurance that pays for theft or vandalism.

P-VALUE	63.8	66.1	64.5	63.4	61.6	69.0	58.9	66.0	72.4	60.4
SE OF P-VALUE	2.0	3.4	4.4	4.2	3.4	2.4	2.9	2.2	3.0	2.9
DELTA P		2.4	0.7	-0.3	-2.2	5.3*	-4.9*	2.2*	8.6*	-3.3
SE OF DP		3.4	3.7	3.2	3.2	1.7	1.6	1.0	2.4	1.9

EXERCISE: I-104010-818-3 B003/003 PKG-EXER: 16-11 What kind of car insurance has no fault specification and pays regardless of fault? (Parts B or G)

RESPONSE: 01* No fault insurance pays without fault specification, regardless of fault.

P-VALUE	57.3	58.3	45.5	66.1	60.5	59.6	55.2	61.0	66.3	56.3
SE OF P-VALUE	1.6	3.0	3.3	2.7	3.7	2.3	2.1	1.8	2.6	2.6
DELTA P		-3.0	-11.8*	8.8*	3.2	2.3	-2.1	3.7*	9.0*	-1.0
SE OF DP		2.9	2.7	2.3	3.1	1.5	1.5	0.9	2.0	2.2

	ALL 17-YEAR-OLDS							11 TH GRADE	
		REGION				SEX			SEX
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE FEMALE

EXERCISE: I-104011-818-3 B002/002 PKG-EXER: 13-17 What are the characteristics of Whole Life insurance? Know Part A and either B or F.

RESPONSE: 01* Whole Life insurance costs mor per $1000 & is savings or borrowing source.

P-VALUE	22.7	22.2	24.4	22.3	22.0	25.1	20.3	22.4	25.6	19.5
SE OF P-VALUE	1.1	2.9	1.8	2.0	2.1	2.1	1.5	1.4	2.3	1.8
DELTA P		-0.5	1.7	-0.4	-0.7	2.4	-2.3	-0.2	2.9	-3.2
SE OF DP		2.5	1.7	1.6	1.8	1.5	1.4	0.8	1.7	1.7

EXERCISE: I-104011-818-3 B003/003 PKG-EXER: 13-17 What are the characteristics of Term Life insurance? Know Parts C and D.

RESPONSE: 01* Term insurance costs more per renewal and allows more coverage per dollar.

P-VALUE	22.0	21.1	24.6	18.2	24.9	22.0	22.0	22.4	23.3	21.5
SE OF P-VALUE	1.4	1.3	2.3	2.6	3.9	2.0	2.1	1.6	2.3	2.3
DELTA P		-0.9	2.6	-3.8	2.9	0.0	0.0	0.4	1.3	-0.5
SE OF DP		1.8	2.2	2.1	3.1	1.5	1.5	0.7	1.9	1.7

EXERCISE: I-104012-818-3 A001/001 PKG-EXER: 12-06 What is the best order of steps to resolve a complaint about an unsatisfactory purchased product?

RESPONSE: 04* Get purchase proof, speak to mgr., call 3rd party like BBB, file in court.

P-VALUE	67.9	58.4	73.7	69.0	70.8	62.9	72.6	71.9	68.9	74.6
SE OF P-VALUE	1.4	2.4	2.9	2.7	3.2	2.1	2.0	1.6	2.5	2.2
DELTA P		-9.5*	2.8	1.1	2.9	-5.0*	4.7*	4.0*	1.0	6.7*
SE OF DP		2.4	2.5	2.2	2.6	1.6	1.4	1.0	2.2	1.8

EXERCISE: I-104013-818-3 A001/001 PKG-EXER: 17-14 What is the best action for one who lives in NJ & didn't get wristwatch ordered from company in TX?

RESPONSE: 01* Write letter of complairt to co. and mail carbon copy of letter to FTC.

P-VALUE	53.7	48.3	52.5	60.8	49.1	52.6	54.7	54.3	53.4	55.1
SE OF P-VALUE	2.0	4.9	4.0	2.8	4.4	2.8	2.6	1.8	2.7	2.9
DELTA P		-5.4	-1.1	7.2*	-4.5	-1.0	1.1	0.6	-0.3	1.5
SE OF DP		4.4	3.4	2.6	3.8	1.9	1.9	0.9	2.2	2.4

EXERCISE: I-203001-818-34 A001/001 PKG-EXER: 16-16 What should one do who notices bruises on a baby & finds out the mother is very impatient with her?

RESPONSE: 03* Suggest that your friend call her baby's doctor about the bruises.

P-VALUE	62.5	68.4	59.0	64.1	59.6	57.0	67.7	65.7	60.6	70.2
SE OF P-VALUE	1.6	3.9	2.7	2.1	4.7	2.1	2.2	1.6	2.1	2.3
DELTA P		5.9	-3.5	1.6	-2.9	-5.5*	5.1*	3.2*	-1.9	7.7*
SE OF DP		3.5	2.5	2.0	3.8	1.4	1.4	1.0	1.9	1.9

EXERCISE: I-291002-818-3 B002/002 PKG-EXER: 13-05 What symptoms indicate the need for an eye examination? Know Parts B,C,D.

RESPONSE: 01* Knew that blurred vision, sharp pain in eye and pus mean eye exam needed.

P-VALUE	65.9	65.9	71.3	58.0	70.5	62.2	69.5	66.2	62.8	69.6
SE OF P-VALUE	1.6	4.2	3.8	3.1	2.4	2.6	1.9	1.9	2.8	2.2
DELTA P		-0.0	5.5	-7.8*	4.6	-3.7*	3.6*	0.4	-3.1	3.7*
SE OF DP		3.7	3.2	2.5	2.3	1.6	1.5	0.8	1.9	1.8

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-201005-818-3 B002/002 PKG-EXER: 16-14 What are common signs of abuse of drug dexedrine? Know Parts B,C,D,E.										
RESPONSE: 01* Knew jitteriness, short temper, sleeplessness & growing drug need as signs.										
P-VALUE	33.4	28.2	34.9	35.2	33.3	33.4	33.4	35.3	37.1	33.8
SE OF P-VALUE	1.7	4.6	3.1	2.5	3.9	2.4	2.0	1.8	2.9	2.1
DELTA P		-5.2	1.5	1.8	-0.1	-0.0	0.0	2.0*	3.7	0.4
SE OF DP		4.1	2.7	2.2	3.3	1.4	1.3	0.8	2.0	1.7
EXERCISE: I-201007-818-34 B002/002 PKG-EXER: 13-14 Know about important home safety measures. Know Parts E,G and 2 others including C or D.										
RESPONSE: 01* Knew emergency numbers,dry hands with appliances and 2 other Parts.										
P-VALUE	82.7	77.4	85.7	85.9	79.9	82.2	83.3	84.8	84.7	84.9
SE OF P-VALUE	1.2	3.2	2.7	1.8	1.7	1.6	1.6	1.5	1.9	1.9
DELTA P		-5.4	2.9	3.2*	-2.8	-0.6	0.5	2.1*	2.0	2.2
SE OF DP		2.8	2.3	1.6	1.7	1.1	1.1	0.8	1.5	1.5
EXERCISE: I-201011-818-34 B001/001 PKG-EXER: 16-09 Know about the effects of alcoholic beverages. Know Parts A, B, C, D.										
RESPONSE: 04* Knew alcohol is a depressant,addictive,impairs driving&causes liver damage.										
P-VALUE	61.2	66.1	58.7	63.8	56.6	57.3	64.9	62.9	57.9	67.3
SE OF P-VALUE	1.5	1.3	4.5	2.0	2.2	2.2	1.8	1.8	2.6	2.0
DELTA P		4.9*	-2.5	2.6	-4.6*	-3.9*	3.6*	1.7	-3.3	6.1*
SE OF DP		1.8	3.4	1.9	2.2	1.5	1.4	0.9	1.8	1.7
EXERCISE: I-201012-818-34 B002/002 PKG-EXER: 17-11 What's important to consider when shopping for a healthy diet on a low budget? Know Parts B,C,E,F&H.										
RESPONSE: 01* Knew protein, shelf life, nutrition, unit price and not for wrapper looks.										
P-VALUE	70.9	62.9	72.6	75.8	68.4	66.4	75.4	73.4	70.0	76.7
SE OF P-VALUE	1.6	3.2	2.3	1.9	5.3	2.4	1.9	1.5	2.1	2.1
DELTA P		-8.0*	1.7	4.9*	-2.5	-4.5*	4.5*	2.5	-0.9	5.8*
SE OF DP		3.0	2.3	2.0	4.2	1.4	1.5	1.3	1.9	2.0
EXERCISE: I-201014-818-3 A001/001 PKG-EXER: 15-10 Which way of dealing with disappointment of not being chosen is the most conducive to mental health?										
RESPONSE: 01* Share disappointed feelings with a close friend.										
P-VALUE	57.0	55.9	56.6	56.4	58.9	52.4	61.4	58.5	54.4	62.0
SE OF P-VALUE	1.4	2.3	3.5	2.0	3.1	2.3	1.8	1.7	2.8	1.9
DELTA P		-1.1	-0.4	-0.6	1.9	-4.6*	4.4*	1.4	-2.6	4.9*
SE OF DP		2.3	2.9	1.8	2.6	1.6	1.5	1.0	2.0	1.7
EXERCISE: I-201019-818-3 B002/002 PKG-EXER: 15-13 What are normal growth changes in adolescents? Know Parts A,B,C,F and 1 of D,E,G or H.										
RESPONSE: 01* Knew blurred vision,headaches abnormal&doubt,desire for independence OK &1.										
P-VALUE	63.0	57.5	63.8	63.5	65.8	58.9	66.9	66.2	63.5	68.6
SE OF P-VALUE	1.8	4.5	4.3	2.3	4.0	2.7	2.0	1.8	3.1	2.0
DELTA P		-5.5	0.8	0.5	2.8	-4.1*	3.9*	3.2*	0.4	5.6*
SE OF DP		3.9	3.6	2.3	3.4	1.6	1.5	1.1	2.5	1.6

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-201023-010-39 B002/002 PKG-EXER: 17-04 What is true or false about people who seek psychiatric help? Know Parts A,C,E.

RESPONSE: 01* Knew people not always mentally ill or institutionalized, but are ordinary.

P-VALUE	86.8	82.8	84.9	90.8	86.5	83.6	90.1	90.0	87.8	92.1
SE OF P-VALUE	1.2	2.1	2.7	1.9	2.3	1.8	1.3	0.9	1.7	1.3
DELTA P		-4.0	-1.9	4.0*	-0.3	-3.2*	3.2*	3.2*	1.0	5.3*
SE OF DP		2.0	2.2	1.6	2.1	1.0	1.1	0.8	1.5	1.4

EXERCISE: I-201024-010-39 B002/002 PKG-EXER: 15-19 How does one correctly lift a heavy object from the floor? Know Parts B and D.

RESPONSE: 01* Knew that one should lift mostly with legs and center weight over feet.

P-VALUE	66.8	57.3	66.2	67.7	73.2	73.7	60.2	68.8	76.6	62.0
SE OF P-VALUE	1.5	5.7	2.4	2.3	1.7	1.7	2.1	1.8	2.2	2.2
DELTA P		-9.5*	-0.5	0.9	6.4*	6.9*	-6.5*	2.0	9.9*	-4.8*
SE OF DP		4.7	2.3	2.1	2.0	1.3	1.2	1.1	2.0	1.4

EXERCISE: I-201025-010-3 A001/001 PKG-EXER: 14-14 Which one of the following is the best treatment for minor burns?

RESPONSE: 01* Submerge the affected area in cold water.

P-VALUE	39.6	31.0	39.3	43.5	41.2	30.1	48.1	40.6	31.9	48.2
SE OF P-VALUE	2.3	4.5	3.7	5.5	3.8	2.6	2.5	2.6	2.9	3.0
DELTA P		-8.6*	-0.3	3.9	1.6	-9.4*	8.6*	1.0	-7.6*	8.7*
SE OF DP		4.2	3.6	4.1	3.5	1.3	1.2	0.7	2.0	1.7

EXERCISE: I-201030-010-3 A001/001 PKG-EXER: 16-12 What do you think about the connection between cigarette smoking and health?

RESPONSE: 01* Cigarette smoking is definitely harmful to health.

P-VALUE	78.7	77.1	81.4	76.8	79.4	79.5	77.9	80.2	81.8	78.7
SE OF P-VALUE	1.6	2.5	3.7	3.3	2.5	1.8	2.2	1.5	1.9	2.0
DELTA P		-1.5	2.7	-1.9	0.7	0.8	-0.8	1.5*	3.2*	0.1
SE OF DP		2.6	3.0	2.5	2.4	1.3	1.2	0.6	1.4	1.3

EXERCISE: I-201032-010-3 B001/001 PKG-EXER: 13-25 What is true or false about acne? Know any 3 of Parts A-D.

RESPONSE: >03* Knew 3 of heritability, medicinally aggravated and false to Parts B&C.

P-VALUE	59.6	54.1	60.9	61.1	60.4	50.8	68.2	62.1	53.4	70.3
SE OF P-VALUE	1.5	3.5	2.7	2.9	3.1	2.1	2.0	1.7	2.7	1.8
DELTA P		-5.4	1.3	1.5	0.8	-8.8*	8.6*	2.5*	-6.2*	10.7*
SE OF DP		3.2	2.5	2.3	2.7	1.5	1.5	1.1	2.2	1.7

EXERCISE: I-201033-010-39 B003/003 PKG-EXER: 12-05 What is true or false about first aid? Know 9 of Parts A-I,L,M.

RESPONSE: >09* Knew correct responses to 9 of the 11 Parts.

P-VALUE	21.9	15.4	24.8	20.0	26.1	22.5	21.3	23.9	28.5	23.3
SE OF P-VALUE	1.6	1.8	4.0	3.3	2.6	1.8	1.9	1.7	2.1	2.1
DELTA P		-6.5*	2.9	-1.8	4.3	0.6	-0.6	2.0*	2.6	1.5
SE OF DP		2.1	3.3	2.6	2.4	0.9	0.8	0.7	1.4	1.4

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-201034-818-34 B001/002 PKG-EXER: 17-07 What is true or false about first aid?
Know 8 of the 11 Parts A-L.

RESPONSE: >08* Knew correct answers to 8 of Parts A-L.

P-VALUE	82.2	76.0	83.6	82.8	84.5	81.9	82.4	85.0	84.3	85.6
SE OF P-VALUE	1.3	3.1	2.4	2.2	2.7	1.8	1.5	1.2	1.7	1.6
DELTA P		-6.1*	1.4	0.6	2.3	-0.2	0.2	2.8*	2.2	3.4*
SE OF DP		2.8	2.1	1.8	2.3	1.1	1.1	0.7	1.2	1.4

EXERCISE: I-201035-818-3 B001/001 PKG-EXER: 16-02 What is true or false about a teenage boy being overweight? Know Parts B,D and 1 other.

RESPONSE: J1* Knew weight doesn't mean TB but might mean hormone imbalance & 1 more Part.

P-VALUE	65.4	65.2	65.1	69.5	60.1	62.7	67.9	68.3	66.4	70.1
SE OF P-VALUE	1.9	3.4	4.8	2.8	4.0	2.4	2.4	1.9	2.6	2.4
DELTA P		-0.2	-0.3	4.1	-5.2	-2.7	2.5	2.9*	1.0	4.7*
SE OF DP		3.3	3.8	2.5	3.5	1.6	1.5	1.0	2.1	1.7

EXERCISE: I-201037-818-34 B001/001 PKG-EXER: 13-21 What would be helpful actions for a depressed 16-year-old boy? Know Parts A-P.

RESPONSE: >05* Knew dropping out of school & waiting not helpful & other actions helpful.

P-VALUE	46.1	46.9	42.5	46.3	48.6	40.4	51.7	46.8	42.7	50.8
SE OF P-VALUE	1.5	3.0	3.5	2.6	3.2	2.4	2.1	1.8	2.9	2.2
DELTA P		0.7	-3.6	0.2	2.5	-5.7*	5.6*	0.7	-3.4	4.7*
SE OF DP		2.8	2.9	2.2	2.7	1.7	1.7	0.8	2.2	2.0

EXERCISE: I-201039-818-34 B010/010 PKG-EXER: 12-16 How do you feel about cigarettes and smokers?

RESPONSE: 01* Agreed to statement about heart/lung risk,disagreed to inhaling/nicotine.

P-VALUE	53.7	45.5	57.5	55.2	54.2	49.9	57.2	56.5	53.6	59.0
SE OF P-VALUE	1.5	3.5	2.6	1.9	4.0	1.9	2.0	1.8	2.6	2.3
DELTA P		-8.2*	3.9	1.5	0.5	-3.8*	3.5*	2.8*	-0.1	5.3*
SE OF DP		3.1	2.5	1.9	3.2	1.3	1.2	0.8	2.0	1.7

EXERCISE: I-201043-818-34 A001/002 PKG-EXER: 13-15 What are correct and incorrect artificial respiration techniques. Know Parts A and B.

RESPONSE: 34* Knew that not to pinch nostrils is bad and that mouth-nose is acceptable.

P-VALUE	33.8	31.9	32.1	32.3	38.5	36.4	31.2	34.8	39.4	30.4
SE OF P-VALUE	1.7	3.5	1.9	3.6	3.8	2.5	2.2	1.9	2.9	2.5
DELTA P		-1.9	-1.7	-1.5	4.7	2.6	-2.6	1.0	5.6*	-3.4
SE OF DP		3.2	2.2	2.7	3.1	1.7	1.6	0.9	2.2	2.1

EXERCISE: I-201049-818-34 A001/001 PKG-EXER: 15-08 Where does one apply hand pressure to control severe arterial bleeding on the lower part of the arm?

RESPONSE: 02* One should apply pressure in upper arm if severe bleeding is in lower arm.

P-VALUE	69.2	56.9	71.8	73.6	73.3	73.3	65.5	71.8	76.6	67.7
SE OF P-VALUE	1.5	3.4	2.6	2.1	4.1	2.3	2.2	1.7	2.8	2.0
DELTA P		-12.3*	2.6	4.4*	1.1	3.9*	-3.7*	2.6*	7.4*	-1.9
SE OF DP		3.0	2.4	2.1	3.3	1.7	1.6	1.1	2.4	1.7

	<---------- ALL 17-YEAR-OLDS ---------->					<---- 11 TH GRADE --->		
		REGION			SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-201985-818-39 A001/001 PKG-EXER: 12-03 If hot oil or grease caught fire in a pan on your stove, what should you use to put out the fire?

RESPONSE: 01* Table salt is the best of those listed for putting out grease fires.

P-VALUE	32.4	36.2	27.2	32.5	34.4	28.3	36.2	32.8	27.9	37.0
SE OF P-VALUE	1.7	3.2	3.2	3.7	3.0	2.4	1.8	1.9	3.0	1.9
DELTA P		3.8	-5.2	0.1	2.0	-4.1*	3.8*	0.8	-4.5*	4.6*
SE OF DP		3.1	2.8	2.8	2.7	1.3	1.2	0.8	2.0	1.5

EXERCISE: I-201987-818-39 A001/001 PKG-EXER: 13-23 Which one of the following is most critical for a person's survival?

RESPONSE: 04* Water is most critical for survival.

P-VALUE	64.0	62.3	66.1	64.4	62.7	63.9	64.0	67.3	67.4	67.2
SE OF P-VALUE	1.9	5.1	4.5	2.9	3.1	2.3	2.5	1.8	2.5	2.3
DELTA P		-1.7	2.1	0.4	-1.2	-0.1	0.1	3.3*	3.5	3.2
SE OF DP		4.4	3.8	2.6	2.9	1.6	1.5	1.1	2.2	1.9

EXERCISE: I-202001-818-39 B003/004 PKG-EXER: 14-13 What health conditions require a doctor and what can safely be self-treated?

RESPONSE: >08* Knew 8 of 10 conditions requiring medical assistance. (Parts ABDEFHIMNO)

P-VALUE	78.5	74.6	76.6	79.7	81.7	70.5	85.8	80.4	73.5	86.6
SE OF P-VALUE	1.1	2.5	2.2	2.1	2.1	1.9	1.4	1.3	2.2	1.7
DELTA P		-3.9	-1.9	1.2	3.2	-8.0*	7.3*	1.9*	-5.0*	8.1*
SE OF DP		2.3	2.0	1.7	1.8	1.4	1.2	0.8	1.9	1.5

RESPONSE: >03* Knew 3 of 6 conditions where self-treatment would be OK. (Parts CGJKLP)

P-VALUE	93.6	88.6	91.5	94.7	97.8	91.0	95.9	95.4	93.8	96.8
SE OF P-VALUE	0.8	3.4	1.3	0.9	0.6	1.2	1.1	0.8	0.8	1.1
DELTA P		-5.0	-2.1	1.1	4.2*	-2.6*	2.3*	1.8*	0.2	3.2*
SE OF DP		2.8	1.2	1.0	0.9	0.9	0.8	0.6	0.7	0.9

EXERCISE: I-202002-818-39 B003/003 PKG-EXER: 16-18 What is true and false about health insurance for a 20-year-old who has none but could get group?

RESPONSE: 01* Knew truth/falsity of 3 Parts & knew that one needs insurance at 20/single.

P-VALUE	84.2	80.9	82.6	88.7	82.5	78.9	89.2	88.5	84.3	92.2
SE OF P-VALUE	1.5	3.8	2.8	2.0	4.0	2.2	1.5	1.2	2.1	1.2
DELTA P		-3.3	-1.6	4.4*	-1.8	-5.3*	5.0*	4.3*	0.3	7.9*
SE OF DP		3.4	2.5	1.9	3.3	1.2	1.1	1.1	1.6	1.6

EXERCISE: I-202005-818-39 B003/003 PKG-EXER: 17-16 What information should affect one's choice of a doctor? Parts B,G, &(E or I or L) acceptable.

RESPONSE: 01* Reputation,area of expertise and questions of comfort or communication.

P-VALUE	82.2	79.5	84.0	85.7	77.6	77.7	86.8	85.7	81.8	89.5
SE OF P-VALUE	2.0	1.6	4.0	3.4	5.0	2.8	1.9	1.7	2.5	1.9
DELTA P		-2.8	1.7	3.5	-4.6	-4.5*	4.6*	3.5*	-0.4	7.3*
SE OF DP		2.3	3.4	2.8	4.1	1.4	1.4	1.2	1.9	1.7

EXERCISE: I-202007-818-39 B002/002 PKG-EXER: 18-08 What is true or false about someone with strep throat? Know Parts D,E,F and 1 other.

RESPONSE: 01* Strep requires doctor, is infectious, leads to rheumatic fever & 1 other.

P-VALUE	19.8	18.8	21.8	21.6	16.4	17.2	22.2	19.3	16.5	21.7
SE OF P-VALUE	1.2	2.0	2.6	1.9	3.0	1.8	1.7	1.4	2.0	2.0
DELTA P		-1.0	2.0	1.8	-3.4	-2.6*	2.3	-0.5	-3.3*	1.9
SE OF DP		2.0	2.2	1.7	2.4	1.3	1.2	0.6	1.5	1.6

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-202009-818-3A B002/002 PKG-EXER: 16-20 What is true or false about diarrhea?
Know Parts D,E and 1 other.

RESPONSE: 01* Knew diarrhea is caused by virus and lasts 1-3 days and 1 other Part.

P-VALUE	51.3	52.1	52.5	55.0	48.1	47.6	54.7	55.2	52.4	57.7
SE OF P-VALUE	1.7	5.2	3.3	2.4	3.3	2.8	2.4	1.8	3.1	2.7
DELTA P		0.8	1.2	3.7	-7.2*	-3.6	3.4	3.9*	1.1	6.4*
SE OF DP		4.5	2.9	2.2	2.9	2.1	1.9	1.0	2.5	2.4

EXERCISE: I-301003-818-3 A001/001 PKG-EXER: 13-20 What do you do if you still don't understand the instructions after the teacher says begin the test?

RESPONSE: 01* Get the teacher's attention and ask your question.

P-VALUE	84.7	80.9	87.1	85.7	84.1	82.7	86.7	87.7	86.2	89.2
SE OF P-VALUE	1.3	2.8	1.7	2.6	2.9	1.8	1.4	1.2	1.9	1.4
DELTA P		-3.8	2.4	0.9	-0.6	-2.0*	2.0*	3.0*	1.4	4.5*
SE OF DP		2.5	1.8	2.0	2.4	1.0	1.0	0.9	1.6	1.4

EXERCISE: I-301004-818-3 A001/001 PKG-EXER: 13-07 What is the best thing to do when you have an argument with a friend that you later regret?

RESPONSE: 01* Call your friend-say you want to talk about problem as soon as possible.

P-VALUE	76.7	79.8	76.8	73.1	78.8	70.3	83.0	80.2	74.4	85.7
SE OF P-VALUE	1.3	3.4	2.0	2.6	2.5	2.0	1.5	1.3	2.1	1.7
DELTA P		3.1	0.1	-3.6	2.1	-6.4*	6.3*	3.5*	-2.3	9.0*
SE OF DP		3.0	2.0	2.1	2.2	1.3	1.2	0.7	1.5	1.7

EXERCISE: I-301005-818-3 A001/001 PKG-EXER: 15-16 What is the best thing to do if a comment you made seemed to confuse most of the group?

RESPONSE: 04* Ask the group if they understood the comment.

P-VALUE	83.4	82.9	82.2	83.5	84.7	80.3	86.3	85.1	82.8	87.0
SE OF P-VALUE	1.3	4.6	2.3	2.1	2.0	1.7	1.8	1.3	1.8	1.7
DELTA P		-0.5	-1.2	0.1	1.3	-3.1*	2.9*	1.7*	-0.6	3.6*
SE OF DP		3.9	2.1	1.8	1.9	1.1	1.1	0.7	1.4	1.2

EXERCISE: I-302008-818-3 B002/002 PKG-EXER: 13-02 Responses in a teenagers' conversation.
Total absolute difference from best answers for 5 Parts.†

RESPONSE: 01 Deviated from best responses by 0 to 2 points.

P-VALUE	27.2	24.9	24.1	28.4	30.0	25.2	29.0	28.4	25.9	30.9
SE OF P-VALUE	1.4	2.7	2.5	2.7	3.1	2.1	1.7	1.5	2.0	1.8
DELTA P		-2.2	-3.0	1.3	2.8	-1.9	1.9	1.3	-1.3	3.7*
SE OF DP		2.6	2.3	2.1	2.6	1.3	1.2	0.8	1.5	1.3

RESPONSE: 02 Deviated from best responses by 3 to 5 points.

P-VALUE	54.2	55.8	57.4	52.8	51.7	55.6	52.8	54.5	57.3	51.8
SE OF P-VALUE	1.5	3.2	3.4	2.5	2.9	2.3	2.0	1.5	2.3	2.3
DELTA P		1.6	3.2	-1.3	-2.4	1.4	-1.4	0.3	3.2	-2.4
SE OF DP		2.9	2.9	2.1	2.5	1.5	1.5	0.8	1.8	2.0

RESPONSE: 03 Deviated from best responses by 6 to 8 points.

P-VALUE	16.2	15.4	16.3	16.5	16.2	15.9	16.5	15.4	15.0	15.8
SE OF P-VALUE	1.3	2.3	2.8	2.4	2.6	1.7	1.6	1.4	1.7	1.8
DELTA P		-0.7	0.1	0.3	0.0	-0.3	0.3	-0.8	-1.2	-0.4
SE OF DP		2.2	2.4	1.9	2.2	1.1	1.1	0.7	1.2	1.4

RESPONSE: 04 Deviated from best responses by 9 to 11 points.

P-VALUE	0.5	0.0	0.4	0.8	0.4	0.3	0.6	0.4	0.4	0.4
SE OF P-VALUE	0.2	0.0	0.1	0.6	0.4	0.2	0.4	0.2	0.3	0.3
DELTA P		-0.5*	-0.1	0.3	-0.0	-0.2	0.2	-0.1	-0.1	-0.1
SE OF DP		0.2	0.2	0.4	0.4	0.2	0.2	0.2	0.3	0.3

†Computationally these values can be expressed as $\sum_{i=1}^{n} |X_i - Y_i|$, where X_i is the foil value of the response to part i and Y_i is the foil value of the keyed response to part i.

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11TH GRADE ---->		
		REGION			SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-302008-818-3 B002/002 PKG-EXER: 13-02 Responses in a teenagers' conversation. Total absolute difference from best answers for 5 Parts.

RESPONSE: 05 Deviated from best responses by 12 to 14 points (maximum possible).

P-VALUE	2.0	3.8	1.8	1.4	1.6	3.0	1.0	1.3	1.4	1.1
SE OF P-VALUE	0.4	1.5	0.7	0.5	0.7	0.7	0.3	0.3	0.5	0.4
DELTA P		1.8	-0.2	-0.6	-0.4	1.0*	-1.0*	-0.7*	-0.6	-0.8*
SE OF DP		1.2	0.7	0.5	0.6	0.4	0.4	0.3	0.5	0.4

EXERCISE: I-302012-818-3 A001/001 PKG-EXER: 13-13 What's best to do as committee chairperson if you don't like the same band as rest of the committee?

RESPONSE: 02* Recognize choice is group decision & your view may not be view of majority.

P-VALUE	79.1	76.9	82.8	79.2	77.0	76.2	81.9	82.3	80.0	84.5
SE OF P-VALUE	1.2	2.8	2.0	2.5	2.5	1.9	1.5	1.4	2.3	1.8
DELTA P		-2.1	3.7	0.1	-2.0	-2.9*	2.8*	3.2*	0.9	5.4*
SE OF DP		2.5	1.9	2.0	2.1	1.2	1.2	1.0	1.9	1.8

EXERCISE: I-302013-818-3 A001/001 PKG-EXER: 13-01 A. What is most helpful response? "I'm afraid to go to that meeting. I don't know anyone there."

RESPONSE: 02* "It can be kind of scary. Why don't you come with us?"

P-VALUE	48.8	44.4	50.6	50.4	48.2	42.6	54.8	51.6	45.9	56.9
SE OF P-VALUE	1.6	4.4	2.7	2.7	3.2	2.2	2.1	1.8	2.4	2.3
DELTA P		-4.3	1.8	1.6	-0.6	-6.1*	6.0*	2.8*	-2.8	8.2*
SE OF DP		3.8	2.6	2.3	2.7	1.4	1.4	1.0	2.0	1.7

EXERCISE: I-302013-818-3 A002/002 PKG-EXER: 13-01 B. What is most helpful response? "I don't know whether to take college algebra next year or not."

RESPONSE: 01* "You sound confused about it. I guess there are both pros and cons."

P-VALUE	36.5	33.8	35.0	37.8	38.3	31.9	41.1	38.4	33.6	43.0
SE OF P-VALUE	1.1	2.4	1.9	2.2	2.4	1.8	1.9	1.2	2.2	1.9
DELTA P		-2.8	-1.5	1.3	1.8	-4.7*	4.6*	1.9*	-2.9	6.5*
SE OF DP		2.2	1.8	1.8	2.0	1.4	1.5	0.7	2.0	1.7

EXERCISE: I-302013-818-3 A003/003 PKG-EXER: 13-01 C. Most helpful response? "All I get from my girlfriend is criticism. She doesn't appreciate me."

RESPONSE: 04* "That must hurt, being criticized all the time."

P-VALUE	58.3	63.9	59.4	56.2	55.9	50.9	65.6	61.2	52.9	69.2
SE OF P-VALUE	1.8	4.3	2.4	3.8	3.4	2.5	1.8	2.2	3.1	2.0
DELTA P		5.6	1.1	-2.1	-2.4	-7.4*	7.3*	2.9*	-5.4*	10.9*
SE OF DP		3.8	2.5	2.9	3.0	1.3	1.4	1.1	2.2	1.5

EXERCISE: I-302016-818-3 A001/001 PKG-EXER: 15-01 A. Most helpful response? "Most of our clothes and furniture were destroyed in a fire last night."

RESPONSE: 04* "That's a real tragedy. I'll bring over some jeans and shirts for you."

P-VALUE	50.7	57.8	49.9	48.9	48.4	47.2	53.8	52.2	48.8	55.2
SE OF P-VALUE	1.6	2.0	2.1	3.6	3.7	2.1	2.0	1.9	2.8	2.2
DELTA P		7.1*	-0.8	-1.8	-2.3	-3.4*	3.1*	1.5	-1.9	4.5*
SE OF DP		2.2	2.2	2.7	3.1	1.3	1.2	0.9	2.0	1.7

EXERCISE: I-302016-818-3 A002/002 PKG-EXER: 15-01 B. What is most helpful response? "Guess what! I got the lead in the play!"

RESPONSE: 03* "That's great! I'm really happy for you!"

P-VALUE	82.4	83.9	77.0	84.5	83.7	75.1	89.0	83.8	77.2	89.7
SE OF P-VALUE	1.2	2.9	2.4	2.2	2.0	2.3	1.5	1.3	2.5	1.4
DELTA P		1.5	-5.3*	2.1	1.3	-7.3*	6.6*	1.4	-5.2*	7.3*
SE OF DP		2.5	2.2	1.7	1.8	1.7	1.3	0.8	2.1	1.4

	<---------- ALL 17-YEAR-OLDS ---------->							<---- 11 TH GRADE --->		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-302016-818-3 A003/003 PKG-EXER: 15-01 C. Most helpful response? "Home life is really bad. My parents are always arguing with me."										
RESPONSE: 01* "It must be pretty uncomfortable."										
P-VALUE	31.2	33.4	29.9	32.9	28.5	33.6	28.9	31.1	34.2	28.5
SE OF P-VALUE	1.3	3.5	3.1	2.5	1.5	2.2	1.8	1.5	2.5	2.3
DELTA P		2.2	-1.2	1.7	-2.6	2.5	-2.2	-0.0	3.0	-2.7
SE OF DP		3.0	2.6	2.0	1.7	1.6	1.5	0.9	2.0	2.1
EXERCISE: I-302016-818-3 A004/004 PKG-EXER: 15-01 D. What is most helpful response? "Tom, you're doing really well in math. What's your secret?"										
RESPONSE: 01* "I don't know if it would work, but if you want I'll tell you how I study."										
P-VALUE	66.9	69.4	61.6	71.6	64.2	61.0	72.3	69.0	62.4	74.9
SE OF P-VALUE	1.3	2.2	3.1	1.8	3.3	2.2	2.0	1.7	2.7	2.1
DELTA P		2.5	-5.4*	4.7*	-2.7	-5.9*	5.4*	2.1*	-8.5*	7.9*
SE OF DP		2.2	2.7	1.7	2.7	1.7	1.5	0.9	2.1	1.7
EXERCISE: I-302017-818-3 B002/002 PKG-EXER: 15-02 Responses in a conversation. Total absolute difference from best answers for 7 Parts.†										
RESPONSE: 01 Deviated from best responses by 0-2 points.										
P-VALUE	15.3	15.8	14.6	16.1	14.7	13.3	17.2	16.2	14.6	17.7
SE OF P-VALUE	1.1	3.0	2.4	1.7	1.7	1.8	1.6	1.3	2.1	1.9
DELTA P		0.5	-0.8	0.8	-0.6	-2.0	1.8	0.9	-0.7	2.3
SE OF DP		2.6	2.1	1.5	1.6	1.4	1.2	0.5	1.7	1.4
RESPONSE: 02 Deviated from best responses by 3-5 points.										
P-VALUE	64.6	62.2	67.1	62.5	66.7	62.1	66.9	66.6	66.0	67.1
SE OF P-VALUE	1.5	2.4	2.4	3.8	1.6	2.6	1.7	1.7	2.7	2.0
DELTA P		-2.4	2.5	-2.1	2.1	-2.5	2.3	2.0*	1.4	2.4
SE OF DP		2.4	2.3	2.7	1.9	1.6	1.5	0.9	2.1	1.7
RESPONSE: 03 Deviated from best responses by 6-8 points.										
P-VALUE	14.6	17.6	13.2	15.2	13.0	17.5	12.0	13.8	15.9	12.0
SE OF P-VALUE	1.0	3.3	2.0	1.7	1.6	1.6	1.5	1.1	1.6	1.6
DELTA P		3.0	-1.4	0.6	-1.6	2.8*	-2.6*	-0.8	1.3	-2.6*
SE OF DP		2.8	1.8	1.5	1.5	1.2	1.1	0.6	1.4	1.2
RESPONSE: 04 Deviated from best responses by 9-11 points.										
P-VALUE	1.9	1.9	1.2	2.2	2.0	2.6	1.2	0.6	0.8	0.4
SE OF P-VALUE	0.3	0.8	0.5	0.6	0.7	0.6	0.4	0.2	0.3	0.3
DELTA P		0.0	-0.7	0.3	0.2	0.7	-0.7	-1.3*	-1.1*	-1.5*
SE OF DP		0.7	0.5	0.5	0.6	0.4	0.4	0.3	0.4	0.4
RESPONSE: 05 Deviated from best responses by 12-14 points.										
P-VALUE	0.2	0.7	0.0	0.2	0.0	0.1	0.2	0.1	0.0	0.1
SE OF P-VALUE	0.1	0.5	0.0	0.2	0.0	0.1	0.2	0.1	0.0	0.1
DELTA P		0.5	-0.2	0.0	-0.2	-0.0	0.0	-0.1	-0.2	-0.0
SE OF DP		0.4	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
RESPONSE: 06 Deviated from best responses by 15-17 points.										
P-VALUE	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.0
SE OF P-VALUE	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.1	0.1	0.0
DELTA P		-0.0	-0.0	-0.0	0.1	0.0	-0.0	0.0	0.1	-0.0
SE OF DP		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0
RESPONSE: 07 Deviated from best responses by 18-20 points (Maximum possible).										
P-VALUE	3.3	1.8	4.0	3.8	3.3	4.3	2.5	2.6	2.5	2.8
SE OF P-VALUE	0.8	0.5	1.0	1.8	2.0	1.3	0.7	0.6	0.9	0.9
DELTA P		-1.5	0.6	0.4	-0.0	0.9	-0.8	-0.7*	-0.8	-0.6
SE OF DP		0.9	1.1	1.3	1.6	0.7	0.7	0.3	0.8	0.8

†For footnote see page 46.

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-302018-818-3 A001/001 PKG-EXER: 15-04 What's best to do after being criticized unjustly by very angry,sarcastic person before whole group?

RESPONSE: 01* Wait for her to calm down, and then try to reach an understanding.

P-VALUE	81.9	78.6	83.1	82.4	82.7	78.4	85.3	82.4	77.7	86.5
SE OF P-VALUE	1.1	2.5	2.0	2.5	1.8	1.6	1.4	1.4	1.8	1.7
DELTA P		-3.3	1.1	0.5	0.8	-3.6*	3.4*	0.5	-4.2*	4.5*
SE OF DP		2.3	1.8	1.9	1.7	1.0	0.9	0.7	1.4	1.2

EXERCISE: I-401007-818-3 B008/008 PKG-EXER: 15-14 How worthwhile do you feel seven citizenship activities are?

RESPONSE: BL No response to all Parts.

P-VALUE	0.6	2.0	0.0	0.1	0.5	0.7	0.5	0.6	0.6	0.6
SE OF P-VALUE	0.3	1.5	0.0	0.2	0.5	0.3	0.3	0.4	0.4	0.4
DELTA P		1.5	-0.6	-0.4	-0.0	0.1	-0.1	0.0	0.0	0.0
SE OF DP		1.2	0.3	0.3	0.4	0.2	0.1	0.1	0.2	0.2

RESPONSE: 00 No activities are either very or somewhat worthwhile.

P-VALUE	0.8	0.5	0.0	0.9	1.7	1.0	0.6	1.1	1.4	0.8
SE OF P-VALUE	0.3	0.4	0.0	0.6	0.9	0.4	0.4	0.4	0.6	0.5
DELTA P		-0.4	-0.8*	0.1	0.9	0.2	-0.2	0.3*	0.6	0.0
SE OF DP		0.5	0.3	0.5	0.7	0.3	0.3	0.1	0.4	0.3

RESPONSE: >01 At least 1 activity is either very or somewhat worthwhile.

P-VALUE	98.6	97.5	100.0	98.9	97.7	98.3	98.9	98.3	98.0	98.6
SE OF P-VALUE	0.4	1.5	0.0	0.7	1.0	0.6	0.5	0.6	0.7	0.6
DELTA P		-1.1	1.4*	0.3	-0.9	-0.3	0.3	-0.3*	-0.6	-0.0
SE OF DP		1.3	0.4	0.6	0.8	0.3	0.3	0.1	0.5	0.3

RESPONSE: >02 At least 2 activities are either very or somewhat worthwhile.

P-VALUE	97.7	97.2	99.4	97.3	97.2	97.6	97.9	97.6	97.4	97.6
SE OF P-VALUE	0.6	1.5	0.4	1.2	1.2	0.6	0.7	0.6	0.8	0.9
DELTA P		-0.5	1.6*	-0.4	-0.6	-0.1	0.1	-0.2	-0.3	-0.1
SE OF DP		1.3	0.7	0.9	1.1	0.4	0.3	0.2	0.6	0.5

RESPONSE: >03 At least 3 activities are either very or somewhat worthwhile.

P-VALUE	96.7	96.1	98.6	95.6	96.9	96.1	97.3	96.5	95.9	97.1
SE OF P-VALUE	0.7	1.9	0.6	1.7	1.2	0.9	0.9	0.8	1.0	1.0
DELTA P		-0.6	1.9*	-1.1	0.1	-0.6	0.6	-0.2	-0.9	0.4
SE OF DP		1.7	0.9	1.3	1.1	0.4	0.4	0.2	0.7	0.5

RESPONSE: >04 At least 4 activities are either very or somewhat worthwhile.

P-VALUE	94.3	92.3	97.0	92.7	95.2	93.6	94.9	94.8	94.0	95.4
SE OF P-VALUE	0.8	2.4	1.3	1.5	1.5	0.9	1.2	0.9	1.2	1.3
DELTA P		-1.9	2.7*	-1.5	0.9	-0.6	0.6	0.5	-0.3	1.1
SE OF DP		2.1	1.2	1.2	1.3	0.6	0.6	0.4	1.0	0.8

RESPONSE: >05 At least 5 activities are either very or somewhat worthwhile.

P-VALUE	89.5	87.7	89.9	88.7	91.4	88.7	90.3	89.9	88.7	91.0
SE OF P-VALUE	0.9	2.7	1.8	1.5	1.5	1.3	1.3	1.1	1.7	1.5
DELTA P		-1.8	0.4	-0.8	1.9	-0.8	0.8	0.4	-0.8	1.5
SE OF DP		2.3	1.6	1.3	1.4	0.9	0.9	0.5	1.4	1.1

RESPONSE: >06 At least 6 activities are either very or somewhat worthwhile.

P-VALUE	79.2	78.8	76.2	79.3	82.2	76.4	81.9	79.5	76.8	81.7
SE OF P-VALUE	1.3	3.9	3.3	1.6	1.9	2.1	1.6	1.5	2.5	1.8
DELTA P		-0.4	-3.0	0.1	3.0	-2.8	2.7*	0.3	-2.4	2.6
SE OF DP		3.3	2.7	1.6	1.8	1.5	1.3	0.8	2.1	1.4

RESPONSE: 07 Exactly 7 activities are either very or somewhat worthwhile.

P-VALUE	54.2	53.3	49.5	54.5	59.0	51.8	56.5	55.0	53.7	56.1
SE OF P-VALUE	1.4	3.7	2.9	3.0	1.9	2.5	1.7	1.7	3.0	2.1
DELTA P		-1.0	-4.7	0.3	4.8*	-2.4	2.3	0.8	-0.5	1.9
SE OF DP		3.3	2.6	2.3	2.0	1.6	1.5	1.0	2.4	1.8

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-901008-818-3 A001/001 PKG-EXER: 13-10 Which rights are guaranteed to all U.S. citizens at the age of 18?

RESPONSE: 01* The right to vote in national elections is guaranteed.

P-VALUE	90.6	88.2	91.2	90.2	92.3	90.6	90.7	91.9	92.4	91.4
SE OF P-VALUE	0.9	1.5	1.1	2.3	1.5	1.4	1.4	1.0	1.4	1.3
DELTA P		-2.4	0.6	-0.4	1.7	-0.0	0.0	1.2	1.7	0.7
SE OF DP		1.5	1.2	1.6	1.4	1.1	1.1	0.7	1.1	1.1

RESPONSE: 02* The right to vote in local and state elections is not guaranteed.

P-VALUE	11.6	12.3	10.4	12.7	10.7	13.3	9.9	10.4	12.5	8.3
SE OF P-VALUE	1.0	2.1	1.9	2.0	2.0	1.8	1.3	1.1	1.7	1.2
DELTA P		0.7	-1.1	1.1	-0.8	1.7	-1.7	-1.2	1.0	-3.2*
SE OF DP		2.0	1.7	1.6	1.7	0.9	0.9	0.6	1.1	1.1

RESPONSE: 02* The right to marry without parental consent is not guaranteed.

P-VALUE	27.0	25.3	24.9	27.7	29.5	25.0	25.1	26.0	28.2	24.0
SE OF P-VALUE	1.4	2.7	2.0	3.2	2.8	2.1	1.9	2.0	2.6	2.5
DELTA P		-1.8	-2.2	0.7	2.4	2.0	-2.0	-1.0	1.1	-3.0
SE OF DP		2.6	2.0	2.4	2.4	1.4	1.3	0.9	1.8	1.8

RESPONSE: 02* The right to make binding financial contracts is not guaranteed.

P-VALUE	48.1	59.0	48.2	43.0	46.7	47.6	48.6	47.3	46.4	48.2
SE OF P-VALUE	1.6	3.7	3.9	2.3	3.0	2.5	1.9	1.6	2.7	2.0
DELTA P		10.8*	0.0	-5.2*	-1.4	-0.5	0.5	-0.8	-1.7	0.1
SE OF DP		3.4	3.2	2.0	2.6	1.6	1.6	0.8	2.1	1.9

EXERCISE: I-901009-818-3 A001/001 PKG-EXER: 17-09 What should be done if one is tired of regular chore and wants younger brother to take it over?

RESPONSE: 02* Explain feelings to parents-ask about possibility of brother doing chore.

P-VALUE	87.3	88.5	87.3	89.5	83.5	86.4	88.3	89.4	89.0	89.9
SE OF P-VALUE	1.3	3.0	2.3	3.1	3.9	2.2	1.6	1.2	2.0	1.8
DELTA P		1.1	-0.1	2.1	-3.8	-0.9	0.9	2.1	1.6	2.5
SE OF DP		2.7	2.1	1.5	3.1	1.4	1.4	1.1	2.0	1.7

EXERCISE: I-901010-818-3 A001/001 PKG-EXER: 17-15 What's best action if parents promised use of family car and at last minute Dad needs car for work?

RESPONSE: 03* Accept the situation and find another way to go to the concert.

P-VALUE	77.1	77.7	79.1	79.5	71.0	76.4	77.8	77.6	78.5	76.7
SE OF P-VALUE	1.5	2.6	2.8	2.2	4.1	2.4	1.7	1.4	1.6	2.1
DELTA P		0.6	2.0	2.5	-6.1	-0.7	0.7	0.5	1.5	-0.3
SE OF DP		2.5	2.4	2.0	3.3	1.4	1.4	1.0	1.5	1.7

EXERCISE: I-901013-818-3 A001/001 PKG-EXER: 12-18 What should be done if uncle doesn't seem to show grief when visited after aunt's death?

RESPONSE: 01* Talk about aunt's death with uncle if he wants to talk about it.

P-VALUE	55.5	47.1	55.1	59.7	56.8	47.5	62.9	58.7	50.8	65.5
SE OF P-VALUE	1.6	2.8	4.9	2.0	2.4	2.3	2.0	1.7	2.5	2.4
DELTA P		-8.4*	-0.4	4.1*	1.3	-8.0*	7.4*	3.2*	-4.7*	10.0*
SE OF DP		2.7	3.9	2.0	2.3	1.5	1.4	1.0	2.0	2.0

EXERCISE: I-901014-818-3 B002/002 PKG-EXER: 12-17 Which foods usually cost least? Know Parts A,B,D and H.

RESPONSE: >03* Dry milk less than skim, rib roast more than chuck, preprocessing is costly.

P-VALUE	59.1	50.8	62.7	62.5	57.5	53.3	64.4	64.0	59.4	68.0
SE OF P-VALUE	1.4	4.2	3.1	2.4	2.0	1.9	1.9	2.0	2.4	2.3
DELTA P		-8.3*	3.6	3.5	-1.6	-5.8*	5.3*	4.9*	0.3	8.9*
SE OF DP		3.6	2.6	2.1	2.0	1.3	1.3	1.2	1.9	1.6

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11 TH GRADE --->		
		REGION				SEX			SEX
		SOUTH			NORTH				
	NATION	EAST	WEST CENTRAL	EAST	MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-501017-818-3 A001/001 PKG-EXER: 16-13 What should one do when parents put on pressure to be like brother who gets good grades?									
RESPONSE: 02* Explain that he and John (brother) are different people.									
P-VALUE	73.3	70.8	70.0	77.5	73.2	64.2	81.8	75.8	66.7	83.8
SE OF P-VALUE	1.9	3.9	5.6	2.1	3.2	2.3	2.3	1.9	2.5	2.3
DELTA P		-2.5	-3.3	4.1	-0.1	-9.1*	8.4*	2.5*	-6.6*	10.4*
SE OF DP		3.7	4.3	2.3	3.0	1.6	1.5	0.7	2.0	1.7
EXERCISE: I-501020-818-3 A001/001 PKG-EXER: 16-10 What should one do when parent has been transferred to another state and says family must move?									
RESPONSE: 01* Try to adjust to the situation and help family move to new home.									
P-VALUE	88.3	85.8	87.7	91.7	85.2	84.8	91.5	91.0	87.8	93.8
SE OF P-VALUE	1.4	2.1	2.5	1.2	4.5	1.8	1.4	1.0	1.6	1.2
DELTA P		-1.5	-0.6	3.5*	-3.0	-3.5*	3.3*	2.7*	-0.5	5.5*
SE OF DP		2.2	2.2	1.5	3.5	1.0	0.9	1.0	1.4	1.5
EXERCISE: I-501021-818-34 B001/001 PKG-EXER: 16-08 Given equal servings of pairs of foods, which one of the pair has fewer calories? Know 5 out of 6.									
RESPONSE: >05* Knew at least 5 of 6 high/low calorie food pairs.									
P-VALUE	67.0	66.3	69.5	67.9	63.5	57.3	75.9	69.6	60.8	77.2
SE OF P-VALUE	1.6	2.2	2.8	1.8	5.1	2.1	1.8	1.8	2.4	2.1
DELTA P		-0.7	2.5	0.9	-3.5	-9.6*	8.9*	2.6*	-6.2*	10.3*
SE OF DP		2.3	2.5	1.9	4.0	1.3	1.2	1.1	1.8	1.7
EXERCISE: I-501022-818-3 A001/001 PKG-EXER: 16-19 What should you do when asked to care for younger brother and sister if you don't want to do it?									
RESPONSE: 05* Agree to care for youngsters even if you'd rather do something else.									
P-VALUE	74.5	69.1	72.0	78.0	76.7	67.3	81.2	77.8	70.4	84.3
SE OF P-VALUE	1.7	2.1	4.1	2.3	4.1	2.3	1.8	1.6	2.2	1.8
DELTA P		-5.4*	-2.5	3.5	2.1	-7.2*	6.7*	3.3*	-4.1*	9.8*
SE OF DP		2.4	3.3	2.2	3.4	1.4	1.2	1.0	1.7	1.8
EXERCISE: I-502002-818-3 B002/002 PKG-EXER: 17-12 What guidelines could be successfully used for a couple to live happily together? Know Parts C,F,P.									
RESPONSE: 01* Knew couples needn't agree on all, but should argue issues & set own guides.									
P-VALUE	11.7	12.2	10.0	10.1	15.3	11.8	11.6	13.1	14.5	11.7
SE OF P-VALUE	1.2	1.9	1.7	2.0	3.6	1.7	1.4	1.5	2.1	1.6
DELTA P		0.5	-1.7	-1.6	3.6	0.1	-0.1	1.4*	2.8*	0.0
SE OF DP		1.9	1.7	1.7	2.9	1.0	1.0	0.4	1.3	1.1
EXERCISE: I-502003-818-3 B007/007 PKG-EXER: 14-08 What guidelines could be successful for a couple to live together? Know Parts D,F,J.									
RESPONSE: 01* Knew to argue issues, boss not needed and needn't agree on everything.									
P-VALUE	43.0	39.9	39.6	38.8	53.8	35.5	49.8	42.0	34.3	48.8
SE OF P-VALUE	1.5	3.3	2.9	2.7	2.4	2.4	2.3	1.8	2.8	2.4
DELTA P		-3.1	-3.4	-4.2	10.8*	-7.5*	6.8*	-1.0	-8.7*	5.8*
SE OF DP		3.0	2.6	2.2	2.1	1.9	1.8	0.7	2.4	1.9

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-502004-818-3 A001/001 PKG-EXER: 12-13 What should a 17-year-old say when concerned parents want to talk about dating and hours?

RESPONSE: 04* "Let's work out a solution we all feel good about."

P-VALUE	83.1	80.5	82.7	84.3	83.9	79.0	86.9	86.4	82.5	89.8
SE OF P-VALUE	1.2	2.5	3.2	2.0	1.8	2.0	1.4	1.1	2.0	1.5
DELTA P		-2.6	-0.4	1.1	0.8	-4.1*	3.8*	3.3*	-0.6	6.7*
SE OF DP		2.3	2.6	1.7	1.7	1.3	1.1	0.8	1.7	1.5

EXERCISE: I-502007-818-3A A001/001 PKG-EXER: 15-03 Which of the following is the best source of immediate energy?

RESPONSE: 03* Carbohydrates are the best source of immediate energy.

P-VALUE	36.8	34.2	31.9	38.6	41.3	38.8	35.0	38.5	43.6	34.0
SE OF P-VALUE	1.9	3.4	4.4	1.9	5.0	2.4	2.2	2.3	2.8	2.7
DELTA P		-2.7	-5.0	1.8	4.5	2.0	-1.9	1.6	6.8*	-2.6
SE OF DP		3.3	3.7	2.2	4.0	1.3	1.2	1.0	1.8	1.9

EXERCISE: I-503007-818-3 A001/001 PKG-EXER: 14-11 What is the most appropriate response for parent when an angry 3-year-old says, "I hate you"?

RESPONSE: 02* "OK, you hate me, and you sound angry."

P-VALUE	35.9	31.5	35.8	37.2	37.6	28.5	42.6	37.6	30.6	43.8
SE OF P-VALUE	1.7	4.5	2.5	3.5	2.5	2.1	2.0	1.9	2.3	2.3
DELTA P		-4.4	-0.1	1.3	1.7	-7.4*	6.7*	1.7*	-5.3*	7.9*
SE OF DP		4.0	2.5	2.7	2.4	1.2	1.1	0.7	1.2	1.7

EXERCISE: I-503009-818-3A A001/001 PKG-EXER: 15-20 What events are expected before and after age 18 months in baby's growth. Know 6 of 8 events.

RESPONSE: >06* Knew at least 6 of 8 different events before and after baby is 18 months.

P-VALUE	67.5	68.1	65.4	69.1	70.1	61.8	72.9	70.3	63.6	76.1
SE OF P-VALUE	1.7	3.3	6.0	1.8	2.0	2.4	2.4	1.9	2.7	2.5
DELTA P		-3.4	-2.1	1.6	2.6	-5.7*	5.4*	2.8*	-3.9	8.6*
SE OF DP		3.1	4.7	2.0	2.2	1.7	1.6	1.0	2.2	1.9

EXERCISE: I-503015-818-3 A001/001 PKG-EXER: 15-18 Why does the landlord require a security deposit before you rent an apartment?

RESPONSE: 02* Security deposit is protection from tenants destructive/irresponsible acts.

P-VALUE	61.6	56.4	62.7	67.9	56.3	62.6	60.6	63.7	65.4	62.3
SE OF P-VALUE	2.4	6.1	4.2	3.2	5.3	2.9	2.6	2.6	2.8	3.4
DELTA P		-5.2	1.1	6.4*	-5.2	1.0	-0.9	2.1*	3.8	0.7
SE OF DP		5.3	3.9	3.0	4.3	1.5	1.4	0.9	2.2	2.0

EXERCISE: I-503017-818-3 A001/001 PKG-EXER: 12-11 Which one of the following is common to parents who abuse their children?

RESPONSE: 01* They were likely to have been abused by their own parents.

P-VALUE	73.1	67.7	75.8	75.5	71.5	68.2	77.7	75.5	70.9	79.5
SE OF P-VALUE	1.5	3.1	2.7	3.2	2.8	2.0	2.1	1.8	2.3	2.1
DELTA P		-5.4	2.7	2.4	-1.6	-4.9*	4.6*	2.4*	-2.2	6.4*
SE OF DP		2.9	2.5	2.4	2.5	1.5	1.3	0.8	1.8	1.3

	ALL 17-YEAR-OLDS							11 TH GRADE		
	NATION	REGION: SOUTH	REGION: NORTH EAST	REGION: WEST CENTRAL	REGION: NORTH EAST	SEX: MALE	SEX: FEMALE	NATION	SEX: MALE	SEX: FEMALE
EXERCISE: I-601001-818-3 A001/001 PKG-EXER: 14-05 What is BEST advice for one who quit school, works during day but wants to finish his education?										
RESPONSE: 04* One should go to an adult education night class and prepare for GED exam.										
P-VALUE	83.1	82.1	85.0	82.3	83.1	80.9	85.1	84.6	83.2	85.9
SE OF P-VALUE	1.0	1.8	2.1	1.9	1.9	1.8	1.8	1.2	2.0	1.7
DELTA P		-1.0	1.9	-0.8	-0.0	-2.2	2.0	1.5	0.1	2.8
SE OF DP		1.7	1.8	1.5	1.6	1.3	1.2	0.8	1.5	1.6
EXERCISE: I-601004-818-3 B001/001 PKG-EXER: 14-10 When picking up cleaning the cleaners are missing your expensive leather coat. What can you do?										
RESPONSE: 01* Gave at least 1 acceptable response to each of Parts B,C and D.										
P-VALUE	62.5	56.6	57.5	66.7	66.4	58.9	65.8	64.6	61.3	67.6
SE OF P-VALUE	1.6	4.5	3.4	3.2	1.8	2.8	2.2	2.0	3.4	2.4
DELTA P		-5.9	-5.0	4.2	3.8	-3.6	3.3	2.1*	-1.2	5.1*
SE OF DP		3.9	2.9	2.5	2.1	2.0	1.7	0.9	2.6	2.0
EXERCISE: I-601004-818-3 B002/002 PKG-EXER: 14-10 Part B. How can you legally prove that the coat was taken to the store for cleaning?										
RESPONSE: 01* Gave at least 1 acceptable method of proof.										
P-VALUE	84.6	73.3	83.3	89.1	88.5	80.2	88.6	85.6	82.0	88.8
SE OF P-VALUE	1.2	4.5	2.3	1.9	1.3	2.2	1.3	1.4	2.8	1.5
DELTA P		-11.3*	-1.3	4.5*	3.9*	-4.4*	4.0*	1.0	-2.6	4.2*
SE OF DP		3.8	2.1	1.6	1.6	1.4	1.2	0.7	2.2	1.5
EXERCISE: I-601004-818-3 B005/005 PKG-EXER: 14-10 At least 1 way to legally prove the coat was taken to cleaners categorized as:										
RESPONSE: 00 No response to Part B.										
P-VALUE	4.3	9.0	4.8	2.4	2.5	5.7	3.0	3.6	4.2	3.1
SE OF P-VALUE	0.7	3.0	1.1	0.7	1.3	1.1	0.9	0.9	1.3	1.0
DELTA P		4.8	0.5	-1.8*	-1.7	1.4	-1.3	-0.6	-0.0	-1.2
SE OF DP		2.5	1.1	0.8	1.2	0.7	0.6	0.4	0.9	0.8
RESPONSE: 01 Miscellaneous/other acceptable responses.										
P-VALUE	0.5	1.3	0.6	0.3	0.0	0.8	0.2	0.4	0.7	0.2
SE OF P-VALUE	0.2	0.8	0.5	0.2	0.0	0.4	0.1	0.2	0.4	0.2
DELTA P		0.8	0.1	-0.2	-0.5*	0.3	-0.3	-0.0	0.2	-0.2
SE OF DP		0.7	0.4	0.2	0.2	0.2	0.2	0.1	0.3	0.2
RESPONSE: 01 Proof involving witnesses to the transaction.										
P-VALUE	45.9	37.9	41.8	53.1	46.6	44.7	46.9	45.9	44.2	47.4
SE OF P-VALUE	1.7	3.9	2.9	2.9	3.5	2.3	2.2	1.9	2.9	2.6
DELTA P		-8.0*	-4.1	7.2*	0.7	-1.1	1.0	0.0	-1.7	1.5
SE OF DP		3.5	2.7	2.3	3.0	1.5	1.4	0.8	2.3	1.9
RESPONSE: 01 Proof involving a receipt.										
P-VALUE	74.7	64.5	74.5	75.9	80.9	70.0	78.9	76.4	72.8	79.5
SE OF P-VALUE	1.3	4.7	2.1	2.0	2.1	2.5	1.9	1.6	3.1	2.3
DELTA P		-10.2*	-0.2	1.2	6.2*	-4.7*	4.2*	1.7	-1.9	4.8*
SE OF DP		4.0	2.0	1.8	2.0	1.9	1.6	1.0	2.7	2.1
RESPONSE: 01 Miscellaneous/other unacceptable responses.										
P-VALUE	21.1	24.4	20.0	19.8	21.1	23.5	18.9	19.9	23.2	17.1
SE OF P-VALUE	1.3	3.4	2.5	1.9	2.8	1.6	1.9	1.7	2.4	2.0
DELTA P		3.4	-1.0	-1.2	0.0	2.4	-2.2	-1.1	2.1	-4.0*
SE OF DP		3.0	2.2	1.7	2.4	1.3	1.1	0.8	1.9	1.3
RESPONSE: 01 Unacceptable proof involving a description of the coat.										
P-VALUE	1.7	3.4	1.4	1.0	1.5	1.8	1.5	1.5	1.7	1.4
SE OF P-VALUE	0.4	1.2	0.8	0.4	0.8	0.6	0.5	0.4	0.6	0.6
DELTA P		1.7	-0.3	-0.7	-0.2	0.2	-0.1	-0.1	0.0	-0.3
SE OF DP		1.0	0.7	0.5	0.7	0.4	0.4	0.2	0.5	0.5

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-601004-810-3 B005/005 PKG-EXER: 14-10 At least 1 way to legally prove the coat was taken to cleaners categorized as:										
RESPONSE: 01 Unacceptable proof involving personal appeals to the store manager.										
P-VALUE	2.8	3.2	4.4	1.7	2.5	2.6	3.0	2.5	1.5	3.3
SE OF P-VALUE	0.5	1.0	1.3	0.7	1.1	0.7	0.6	0.5	0.7	0.7
DELTA P		0.3	1.6	-1.1	-0.3	-0.2	0.2	-0.4	-1.3*	0.4
SE OF DP		0.9	1.1	0.7	0.9	0.5	0.4	0.3	0.6	0.5
RESPONSE: 01 Unacceptable proof involving threats or violence.										
P-VALUE	0.3	0.6	0.0	0.3	0.1	0.5	0.0	0.3	0.7	0.0
SE OF P-VALUE	0.2	0.7	0.0	0.3	0.1	0.3	0.0	0.2	0.4	0.0
DELTA P		0.4	-0.3	0.1	-0.1	0.3	-0.3	0.1	0.5	-0.3
SE OF DP		0.5	0.2	0.2	0.2	0.2	0.2	0.0	0.3	0.2
RESPONSE: 01 Said "I don't know" at least once.										
P-VALUE	13.1	15.3	12.5	13.5	11.3	11.5	14.5	14.4	12.7	15.8
SE OF P-VALUE	0.9	2.8	1.1	1.7	1.8	1.5	1.5	1.1	1.5	1.8
DELTA P		2.3	-0.6	0.4	-1.7	-1.6	1.4	1.3*	-0.4	2.8
SE OF DP		2.4	1.2	1.4	1.6	1.2	1.1	0.5	1.3	1.5
EXERCISE: I-601004-810-3 B003/003 PKG-EXER: 14-10 Part C. How can you provide legal evidence of the lost coat's value?										
RESPONSE: 01* Gave at least 1 acceptable proof of value.										
P-VALUE	87.9	82.8	84.7	91.5	90.2	86.1	89.6	89.7	88.3	91.0
SE OF P-VALUE	1.0	4.0	2.3	1.2	1.2	1.4	1.3	1.2	1.9	1.6
DELTA P		-5.1	-3.2	3.6*	2.3	-1.8	1.7	1.8*	0.4	3.1*
SE OF DP		3.3	2.0	1.2	1.3	1.0	0.8	0.6	1.5	1.1
EXERCISE: I-601004-810-3 B010/010 PKG-EXER: 14-10 At least one type of evidence of lost coat's value categorized as:										
RESPONSE: 00 No response to Part C.										
P-VALUE	4.4	7.3	5.6	2.7	3.4	6.0	3.1	3.7	4.4	3.1
SE OF P-VALUE	0.8	3.5	1.5	0.6	1.2	1.0	1.0	0.9	1.2	1.2
DELTA P		2.9	1.1	-1.7	-1.1	1.5*	-1.4*	-0.7*	-0.0	-1.3
SE OF DP		2.9	1.3	0.9	1.2	0.7	0.6	0.3	0.8	0.7
RESPONSE: 01 The price tag from the coat.										
P-VALUE	87.5	82.5	84.2	91.1	89.6	86.0	88.8	89.3	88.2	90.2
SE OF P-VALUE	1.0	4.1	2.2	1.3	1.3	1.4	1.3	1.3	1.9	1.7
DELTA P		-5.0	-3.3	3.7*	2.2	-1.5	1.3	1.8*	0.8	2.7*
SE OF DP		3.4	1.9	1.3	1.4	1.0	0.9	0.6	1.6	1.2
RESPONSE: 01 Testimony of the clerk who sold you the coat.										
P-VALUE	1.8	1.4	2.3	2.0	1.2	1.5	2.0	1.6	1.6	1.6
SE OF P-VALUE	0.4	0.6	1.1	0.6	0.6	0.5	0.6	0.4	0.6	0.6
DELTA P		-0.3	0.5	0.3	-0.6	-0.2	0.2	-0.1	-0.1	-0.2
SE OF DP		0.6	0.9	0.6	0.6	0.4	0.3	0.2	0.5	0.4
RESPONSE: 01 The use of insurance records.										
P-VALUE	1.2	1.9	0.4	1.3	1.4	1.1	1.4	1.6	1.4	1.8
SE OF P-VALUE	0.3	0.9	0.3	0.5	0.8	0.4	0.5	0.4	0.6	0.6
DELTA P		0.7	-0.8*	0.1	0.2	-0.2	0.1	0.4*	0.2	0.5
SE OF DP		0.8	0.4	0.4	0.7	0.3	0.3	0.1	0.4	0.4
RESPONSE: 01 Miscellaneous/other unacceptable responses.										
P-VALUE	11.5	10.7	13.3	12.1	9.6	10.3	12.6	9.4	9.7	9.3
SE OF P-VALUE	1.0	2.8	2.0	1.8	1.2	1.1	1.4	1.0	1.4	1.1
DELTA P		-0.8	1.8	0.6	-1.9	-1.2	1.1	-2.0*	-1.8	-2.2*
SE OF DP		2.5	1.8	1.5	1.3	0.9	0.8	0.6	1.1	0.8
RESPONSE: 01 Unacceptable evidence involving a description of the coat.										
P-VALUE	3.4	3.2	4.3	1.6	4.7	2.5	4.1	3.4	2.4	4.2
SE OF P-VALUE	0.6	1.1	2.2	0.6	0.6	0.7	0.8	0.8	0.8	1.0
DELTA P		-0.2	1.0	-1.7*	1.4	-0.8	0.8	0.0	-0.9	0.9
SE OF DP		1.0	1.7	0.7	0.7	0.5	0.4	0.3	0.5	0.6

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE
EXERCISE: I-601004-818-3 B014/014 PKG-EXER: 14-10 At least one type of evidence of lost coat's value categorized as:										
RESPONSE: 01 Unacceptable evidence involving appeals to the manager.										
P-VALUE	1.6	2.1	1.6	1.2	1.9	1.4	1.8	1.6	1.6	1.7
SE OF P-VALUE	0.3	0.8	0.9	0.5	0.6	0.5	0.4	0.4	0.7	0.4
DELTA P		0.5	-0.1	-0.5	0.3	-0.2	0.2	0.0	-0.0	0.0
SE OF DP		0.7	0.7	0.5	0.5	0.4	0.3	0.2	0.5	0.4
RESPONSE: 01 Unacceptable evidence involving threats or violence.										
P-VALUE	0.7	1.6	0.4	0.0	1.3	1.5	0.0	0.5	1.2	0.0
SE OF P-VALUE	0.3	0.9	0.3	0.0	1.0	0.7	0.0	0.2	0.5	0.0
DELTA P		0.9	-0.4	-0.7*	0.6	0.8*	-0.7*	-0.2	0.4	-0.7*
SE OF DP		0.8	0.4	0.3	0.7	0.4	0.3	0.3	0.4	0.3
RESPONSE: 01 Said "I don't know" at least once.										
P-VALUE	11.7	9.0	13.2	13.1	10.7	11.2	12.3	12.0	11.3	12.5
SE OF P-VALUE	1.1	2.2	3.4	1.0	2.2	1.3	1.5	1.3	1.6	1.7
DELTA P		-2.7	1.5	1.3	-1.0	-0.6	0.5	0.2	-0.4	0.8
SE OF DP		2.1	2.7	1.2	1.9	0.9	0.8	0.6	1.3	1.1
EXERCISE: I-601004-818-3 B004/004 PKG-EXER: 14-10 D. What is 1 alternate way to get fair compensation for the coat if evidence of value unsuccessful?										
RESPONSE: 01* Gave at least 1 acceptable alternative way of getting compensation.										
P-VALUE	71.5	68.5	67.3	74.3	74.0	69.3	73.4	73.7	72.3	74.9
SE OF P-VALUE	1.4	4.9	2.3	2.2	1.7	2.1	2.3	1.6	2.4	2.3
DELTA P		-2.9	-4.2	2.8	2.5	-2.2	2.0	2.2*	0.8	3.4
SE OF DP		4.1	2.1	1.9	1.8	1.8	1.6	0.8	2.0	1.9
EXERCISE: I-601004-818-3 B024/024 PKG-EXER: 14-10 At least 1 alternate way to get fair compensation for the lost coat categorized as:										
RESPONSE: 00 No response to Part D.										
P-VALUE	9.5	13.6	13.2	7.0	6.2	10.1	9.0	8.3	7.9	8.7
SE OF P-VALUE	1.0	3.8	1.1	1.5	1.3	1.4	1.4	1.2	1.5	1.8
DELTA P		4.1	3.7*	-2.5	-3.3*	0.6	-0.5	-1.2	-1.6	-0.8
SE OF DP		3.2	1.2	1.3	1.4	1.0	0.9	0.6	1.2	1.3
RESPONSE: 01 Miscellaneous/other acceptable responses.										
P-VALUE	2.4	1.6	2.2	3.5	1.8	2.5	2.3	2.4	2.2	2.6
SE OF P-VALUE	0.5	0.6	1.0	0.8	1.0	0.6	0.7	0.5	0.5	0.8
DELTA P		-0.8	-0.2	1.1	-0.6	0.1	-0.1	0.0	-0.2	0.2
SE OF DP		0.6	0.9	0.7	0.8	0.4	0.4	0.3	0.6	0.5
RESPONSE: 01 Hire a lawyer.										
P-VALUE	56.1	52.3	56.9	54.9	59.8	53.4	58.6	58.1	55.6	60.2
SE OF P-VALUE	1.6	5.7	1.9	1.7	3.6	2.7	2.3	1.7	3.1	2.5
DELTA P		-3.9	0.8	-1.2	3.7	-2.7	2.5	1.9*	-0.5	4.1
SE OF DP		4.7	2.1	1.9	3.0	2.0	1.9	0.8	2.5	2.1
RESPONSE: 01 Contact the Better Business Bureau.										
P-VALUE	16.8	14.6	13.5	21.5	15.7	18.5	15.3	17.1	21.0	13.6
SE OF P-VALUE	1.2	3.9	1.8	1.7	2.4	2.1	1.7	1.5	2.6	2.0
DELTA P		-2.2	-3.3	4.6*	-1.1	1.7	-1.5	0.3	4.2*	-3.2
SE OF DP		3.3	1.8	1.6	2.0	1.6	1.5	0.6	2.0	1.7
RESPONSE: 01 Contact a public help agency.										
P-VALUE	1.2	0.4	0.8	2.4	0.6	0.8	1.5	1.5	1.0	1.9
SE OF P-VALUE	0.5	0.4	0.6	1.4	0.4	0.4	0.7	0.6	0.5	0.9
DELTA P		-0.8	-0.4	1.2	-0.5	-0.3	0.3	0.3	-0.2	0.7
SE OF DP		0.6	0.7	1.0	0.6	0.3	0.2	0.2	0.3	0.4
RESPONSE: 01 Boycott the cleaner.										
P-VALUE	6.5	7.7	4.3	9.2	4.5	6.5	6.6	7.0	6.5	7.5
SE OF P-VALUE	0.9	1.2	1.2	2.1	1.2	1.1	1.1	1.0	1.3	1.4
DELTA P		1.1	-2.3	2.4	-2.0	-0.1	0.1	0.5	-0.1	1.0
SE OF DP		1.3	1.2	1.5	1.2	0.7	0.7	0.3	0.9	0.9

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11 TH GRADE --->		
		REGION				SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: I-601004-018-3 B024/024 PKG-EXER: 14-10 At least 1 alternate way to get fair compensation for the lost coat categorized as:

RESPONSE: 01 Appeal to the cleaning store manager.

P-VALUE	9.1	11.9	10.6	7.0	8.0	7.5	10.5	9.7	7.8	11.4
SE OF P-VALUE	1.0	1.8	1.6	1.6	2.6	1.1	1.5	1.2	1.3	1.4
DELTA P		2.8	1.6	-2.0	-1.0	-1.6	1.4	0.7	-1.2	2.3*
SE OF DP		1.7	1.5	1.4	2.1	1.0	0.8	0.4	0.9	0.9

RESPONSE: 01 Miscellaneous/other unacceptable responses.

P-VALUE	16.1	15.8	11.1	18.1	18.4	14.2	17.8	15.7	14.1	17.0
SE OF P-VALUE	1.6	3.9	2.7	2.4	3.8	1.6	2.2	1.7	1.9	2.2
DELTA P		-0.2	-5.0	2.0	2.3	-1.9	1.7	-0.4	-2.0	1.0
SE OF DP		3.5	2.5	2.1	3.1	1.3	1.1	0.6	1.5	1.1

RESPONSE: 01 Unacceptable action involving threats or violence.

P-VALUE	8.6	7.8	9.8	8.1	8.6	15.5	2.4	8.5	15.7	2.2
SE OF P-VALUE	1.0	2.0	1.9	2.0	2.0	2.0	0.7	1.2	2.3	0.7
DELTA P		-0.8	1.2	-0.5	0.0	6.9*	-6.2*	-0.1	7.1*	-6.4*
SE OF DP		1.9	1.7	1.6	1.7	1.2	1.0	0.5	1.5	0.9

RESPONSE: 01 Unacceptable action involving going to the police.

P-VALUE	17.6	15.9	14.7	19.7	18.8	20.9	14.6	16.3	19.8	13.2
SE OF P-VALUE	1.2	2.5	2.2	2.7	1.7	1.7	1.4	1.2	1.8	1.3
DELTA P		-1.6	-2.9	2.1	1.2	3.3*	-3.0*	-1.3	2.2	-4.4*
SE OF DP		2.3	2.0	2.1	1.7	1.0	1.0	0.7	1.3	1.1

RESPONSE: 01 Unacceptable action involving refusal to pay the bill.

P-VALUE	1.1	0.0	0.7	1.3	2.1	1.0	1.3	1.5	1.3	1.6
SE OF P-VALUE	0.3	0.0	0.6	0.4	0.8	0.5	0.4	0.4	0.6	0.5
DELTA P		-1.1*	-0.4	0.2	0.9	-0.2	0.1	0.3*	0.1	0.5
SE OF DP		0.3	0.5	0.4	0.6	0.4	0.3	0.1	0.5	0.4

RESPONSE: 01 Said "I don't know" at least once.

P-VALUE	14.9	13.7	17.1	12.7	16.4	10.2	19.1	16.2	10.8	20.9
SE OF P-VALUE	1.0	2.7	1.7	1.9	2.0	1.2	1.6	1.3	1.4	2.1
DELTA P		-1.2	2.2	-2.2	1.5	-8.7*	8.3*	1.3*	-8.1*	8.1*
SE OF DP		2.4	1.6	1.5	1.8	1.0	1.0	0.6	1.3	1.5

EXERCISE: I-601011-018-3 B002/002 PKG-EXER: 15-07 Where can one get free furniture for the needy? Know Part A and one other.

RESPONSE: 01* Knew Salvation Army would give furniture & 1 other source would not do so.

P-VALUE	64.5	73.1	58.8	65.6	65.9	62.6	66.3	64.8	62.5	66.8
SE OF P-VALUE	1.8	2.9	4.7	2.4	3.7	2.2	2.4	2.1	2.5	2.7
DELTA P		8.6*	-9.7*	1.1	1.4	-1.9	1.8	0.3	-2.0	2.3
SE OF DP		3.0	3.7	2.3	3.1	1.5	1.4	0.8	1.7	1.7

EXERCISE: I-601013-018-3A B003/003 PKG-EXER: 13-04 Where can one find out about health care services in a new city? Know Parts B or D, and 2 others.

RESPONSE: 01* Knew Public Health or Medical Society as sources & 2 others as not sources.

P-VALUE	92.4	90.2	91.9	92.6	94.2	90.4	94.3	93.7	92.3	95.0
SE OF P-VALUE	0.9	1.1	2.5	1.5	1.6	1.5	1.0	1.0	1.3	1.2
DELTA P		-2.2	-0.5	0.2	1.8	-2.3*	1.9*	1.3*	-0.1	2.6*
SE OF DP		1.3	2.0	1.3	1.5	0.9	0.9	0.5	0.9	1.0

EXERCISE: I-601014-018-3 A001/001 PKG-EXER: 17-01 The Legal Aid Society is a service for persons who

RESPONSE: 01* do not have money to hire a private lawyer.

P-VALUE	64.1	64.5	59.1	66.7	65.8	61.8	66.5	65.2	63.7	66.5
SE OF P-VALUE	1.8	3.5	3.8	3.2	3.7	2.1	2.6	1.8	1.9	2.6
DELTA P		0.4	-5.0	2.6	1.7	-2.4	2.4	1.0	-0.4	2.4
SE OF DP		3.3	3.3	2.4	3.2	1.5	1.6	1.2	2.0	1.8

	<---------- ALL 17-YEAR-OLDS ---------->							<---- 11 TH GRADE --->	
		REGION				SEX			SEX
		SOUTH			NORTH				
	NATIONAL	EAST	WEST CENTRAL	EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-604001-818-3 A001/001 PKG-EXER: 17-05 Can you do anything about being billed for long distance calls you didn't make?

RESPONSE: 01* Yes, call phone company and report the calls, they will check the charges.

P-VALUE	93.0	92.1	92.9	94.6	91.2	90.6	95.4	94.3	92.6	96.0
SE OF P-VALUE	1.0	1.8	2.2	1.1	2.5	1.4	0.9	0.9	1.4	1.0
DELTA P		-0.9	-0.1	1.8	-1.7	-2.4*	2.4*	1.3	-0.4	3.0*
SE OF DP		1.7	1.8	1.2	2.0	0.7	0.8	0.7	1.1	1.0

EXERCISE: I-700030-428-3 B002/002 PKG-EXER: 17-13 Know directions and the relative scale when using a simple map.

RESPONSE: 01* Knew that Centerville was west and the Highway was south. (Parts D and E)

P-VALUE	76.9	72.2	81.4	80.4	70.9	76.6	77.2	78.9	80.2	77.6
SE OF P-VALUE	1.5	2.6	2.3	2.0	4.8	2.3	2.0	1.3	1.8	1.9
DELTA P		-4.7	4.5*	3.5	-6.0	-0.3	0.3	2.0	3.2	0.8
SE OF DP		2.6	2.2	1.9	3.8	1.4	1.5	1.1	1.9	1.6

RESPONSE: 01* Knew how to interpret the relative scale of the map. (Parts A, B and C)

P-VALUE	88.5	87.8	86.9	91.0	87.2	86.6	90.3	90.3	89.9	90.7
SE OF P-VALUE	1.6	2.7	2.9	2.8	4.0	2.5	1.3	1.5	2.1	1.5
DELTA P		-0.7	-1.5	2.5	-1.2	-1.8	1.9	1.8	1.4	2.2
SE OF DP		2.7	2.6	2.3	3.3	1.2	1.2	1.1	1.7	1.5

EXERCISE: I-701001-818-3 B001/001 PKG-EXER: 16-03 What career-related activities have you engaged in during the past year?

RESPONSE: >04* Engaged in at least 4 of the 8 listed activities.

P-VALUE	85.8	81.5	85.2	86.1	89.4	80.9	90.4	85.8	81.5	89.5
SE OF P-VALUE	1.1	3.3	2.1	1.2	2.5	1.7	1.2	1.2	1.8	1.4
DELTA P		-4.3	-0.6	0.3	3.6	-4.9*	4.6*	-0.0	-4.3*	3.7*
SE OF DP		2.8	1.8	1.3	2.1	1.0	0.9	0.6	1.2	1.1

EXERCISE: I-702003-818-3 B003/003 PKG-EXER: 16-17 Are the following statements about trade unions true or false? Know Part D and 3 of 4 others.

RESPONSE: 01* Knew union could protect against firing, and that at least 3 others false.

P-VALUE	37.4	33.7	33.9	43.1	36.4	41.6	33.6	39.8	47.0	33.5
SE OF P-VALUE	1.6	4.2	1.9	2.2	4.6	2.5	1.4	1.5	2.6	1.5
DELTA P		-3.7	-3.6	5.7*	-1.0	4.2*	-3.9*	2.3*	9.5*	-3.9*
SE OF DP		3.7	2.1	2.0	3.7	1.3	1.2	0.8	1.6	1.7

EXERCISE: I-702004-818-3 A001/001 PKG-EXER: 13-11 Which is the best source of printed information about the future job market in your chosen field?

RESPONSE: 04* Occupational Outlook Handbook.

P-VALUE	67.1	60.7	66.7	67.6	71.6	63.3	70.9	70.9	69.4	72.3
SE OF P-VALUE	1.5	2.6	3.4	2.5	3.5	2.3	1.8	1.8	2.7	1.9
DELTA P		-6.5*	-0.5	0.5	4.5	-3.8*	3.8*	3.7*	2.3	5.1*
SE OF DP		2.6	2.9	2.1	2.8	1.4	1.3	0.9	1.8	1.7

EXERCISE: I-702005-818-3 B002/002 PKG-EXER: 18-15 How much training time is needed to acquire skills for various careers?

RESPONSE: >04* Knew at least 4 of 6 training times for jobs not requiring apprenticeships.

P-VALUE	56.7	48.2	51.0	59.7	64.4	54.9	58.3	59.7	58.4	60.8
SE OF P-VALUE	2.0	5.7	3.1	3.5	3.6	2.8	2.4	1.8	2.5	2.3
DELTA P		-8.4	-5.7	3.0	7.7*	-1.8	1.6	3.0*	1.7	4.1*
SE OF DP		4.8	3.0	2.8	3.3	1.8	1.6	0.8	1.9	1.6

	<---------- ALL 17-YEAR-OLDS ---------->					<---- 11 TH GRADE --->		
		REGION			SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATIONAL	MALE	FEMALE
EXERCISE: 1-702005-818-3 B002/002 PKG-EXER: 14-15 How much training time is needed to acquire skills for various careers?									
RESPONSE: 01* Knew that carpenters and plumbers receive apprenticeship training.									
P-VALUE	54.8	47.2	52.0	55.6	62.0	54.5	55.0	57.9	60.0	56.0
SE OF P-VALUE	1.9	4.6	4.2	3.6	3.2	2.6	2.6	2.2	2.8	2.7
DELTA P		-7.5	-2.8	0.8	7.2*	-0.3	0.2	3.1*	5.2*	1.2
SE OF DP		4.1	3.6	2.9	3.0	1.7	1.6	0.8	2.0	1.7
EXERCISE: 1-702006-818-3 A001/001 PKG-EXER: 13-26 What is the best thing to do if one knows very little about training needed by a psychiatrist?									
RESPONSE: 04* Get information from school's counseling office.									
P-VALUE	81.4	76.9	83.4	82.4	81.5	74.5	88.2	85.8	80.0	91.3
SE OF P-VALUE	1.5	3.2	1.5	2.9	3.6	2.3	1.5	1.3	2.5	1.3
DELTA P		-4.4	2.0	1.0	0.1	-6.9*	6.8*	4.4*	-1.4	9.9*
SE OF DP		2.9	1.8	2.3	2.9	1.3	1.2	1.1	2.0	1.7
EXERCISE: 1-702006-818-3 A002/002 PKG-EXER: 13-26 What is best to do if one wants to be a medical lab technician but is unsure about needed training?									
RESPONSE: 02* Get specific info on educational requirements for medical lab technician.									
P-VALUE	69.4	68.9	71.3	66.4	71.3	62.6	76.0	71.9	64.7	78.8
SE OF P-VALUE	1.6	3.6	2.2	3.2	3.8	2.2	2.1	1.9	2.5	2.4
DELTA P		-0.5	1.9	-2.7	1.9	-6.8*	6.7*	2.6*	-4.7*	9.5*
SE OF DP		3.3	2.3	2.5	3.1	1.5	1.4	0.9	2.0	1.8
EXERCISE: 1-703007-818-3 A001/001 PKG-EXER: 15-21 Which of the following is likely to be the most helpful approach for youngsters with career choices?									
RESPONSE: 02* When in HS begin thinking of careers that correspond to interest & ability.									
P-VALUE	84.7	77.5	81.1	88.0	89.2	81.3	87.9	88.6	85.3	91.5
SE OF P-VALUE	1.2	3.6	2.7	1.8	1.6	1.5	1.6	1.2	1.5	1.5
DELTA P		-7.2*	-3.6	3.3*	4.5*	-3.4*	3.2*	3.9*	0.6	6.8*
SE OF DP		3.1	2.3	1.6	1.6	1.0	1.0	0.9	1.5	1.1
EXERCISE: 1-709002-818-3 A001/001 PKG-EXER: 17-18 What is best to do if one needs chemistry to enter Nursing School and didn't get it in high school?									
RESPONSE: 02* Take a course in chemistry in summer school or night school.									
P-VALUE	87.8	87.5	86.4	91.8	84.1	82.8	92.9	91.9	88.0	95.7
SE OF P-VALUE	1.5	1.8	2.5	2.3	4.2	2.6	1.3	1.3	2.5	1.0
DELTA P		-0.3	-1.4	4.0*	-3.7	-5.0*	5.0*	4.1*	0.1	7.8*
SE OF DP		2.0	2.3	2.0	3.3	1.4	1.4	1.1	2.0	1.5
EXERCISE: 1-705001-818-3 B003/003 PKG-EXER: 12-08 Are the following statements about employment applications true or false?									
RESPONSE: >05* Knew correct answers to at least 5 of Parts B,C,E,J,M,P.									
P-VALUE	77.8	73.6	76.1	76.7	83.6	70.9	84.2	79.7	72.9	85.5
SE OF P-VALUE	1.3	3.4	2.8	2.1	2.7	2.3	1.5	1.5	2.9	1.6
DELTA P		-4.2	-1.7	-1.1	5.8*	-6.9*	6.4*	1.9	-4.8	7.8*
SE OF DP		3.0	2.4	1.9	2.3	1.5	1.3	1.0	2.5	1.3
RESPONSE: >05* Knew correct answers to at least 5 of Parts A,D,G,H,K,L.									
P-VALUE	72.1	66.4	73.0	73.3	74.0	69.3	74.8	76.1	75.1	77.0
SE OF P-VALUE	1.3	2.3	2.1	2.6	3.1	2.1	2.4	1.4	2.0	2.4
DELTA P		-5.7*	0.9	1.1	1.8	-2.8	2.6	4.0*	3.0	4.8*
SE OF DP		2.3	2.0	2.1	2.6	1.9	1.8	0.9	2.1	1.8

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-705003-818-3 B001/001 PKG-EXER: 15-06 Are the following statements about job application forms true or false? (Know A,B,C)

RESPONSE: 03* Knew pencil not best to use,not to say"anything",volunteer work counts too.

P-VALUE	28.3	17.9	28.8	30.3	33.0	24.2	32.1	29.4	25.6	32.7
SE OF P-VALUE	1.6	5.3	3.4	1.9	3.2	2.2	2.0	1.7	2.4	2.4
DELTA P		-10.4*	0.5	2.0	4.8	-4.1*	3.8*	1.2	-2.6	4.4*
SE OF DP		4.5	2.9	2.0	2.9	1.3	1.3	1.1	1.7	2.2

EXERCISE: I-705004-818-3 B001/001 PKG-EXER: 12-09 Are the following statements about the work experience section of a job application true or false?

RESPONSE: >05* Knew at least 5 of the 7 aspects of completing the form.

P-VALUE	66.8	71.3	66.7	67.8	62.3	63.5	69.8	68.4	65.3	71.1
SE OF P-VALUE	1.4	1.8	3.4	2.0	3.3	2.7	1.3	1.6	2.8	1.4
DELTA P		4.5*	-0.0	1.0	-4.5	-3.3*	3.1	1.6*	-1.4	4.3*
SE OF DP		2.0	2.9	1.9	2.7	1.6	1.6	0.7	1.9	1.5

EXERCISE: I-705005-818-3 B001/001 PKG-EXER: 12-10 Are the following statements about references sections of a job application true or false?

RESPONSE: >02* Knew at least 2 of 3 aspects of supplying references.

P-VALUE	87.8	81.1	88.4	90.7	88.6	84.6	90.8	90.7	89.8	91.5
SE OF P-VALUE	1.0	2.4	2.0	1.9	1.5	1.5	1.3	1.1	1.6	1.5
DELTA P		-6.7*	0.5	2.9	0.8	-3.2*	3.0*	2.9*	2.0	3.6*
SE OF DP		2.2	1.7	1.5	1.5	1.1	1.0	0.6	1.5	1.0

EXERCISE: I-705006-818-3 B001/001 PKG-EXER: 13-09 Read and understand job ads. Know 4 of 5 parts, pairing statements with ads.

RESPONSE: >04* Knew at least 4 of 5 correct ad and statement pairs.

P-VALUE	93.8	91.2	94.0	94.6	94.5	90.8	96.7	95.2	93.0	97.3
SE OF P-VALUE	0.9	2.5	1.5	1.5	1.8	1.6	0.7	0.9	1.5	0.8
DELTA P		-2.6	0.2	0.8	0.7	-2.9*	2.9*	1.4*	-0.7	3.5*
SE OF DP		2.2	1.4	1.3	1.5	0.8	0.8	0.5	1.0	0.9

EXERCISE: I-705009-818-3 B001/001 PKG-EXER: 17-02 Are the following practical sources of current part-time job information?

RESPONSE: >04* Knew at least 4 of 5 sources as being practical or not.

P-VALUE	76.9	66.1	78.5	80.8	78.2	76.6	77.3	79.2	80.2	78.2
SE OF P-VALUE	1.8	4.4	3.7	2.0	4.6	2.7	1.8	1.8	2.5	2.1
DELTA P		-10.8*	1.6	3.9	1.3	-0.3	0.3	2.3*	3.3	1.3
SE OF DP		3.9	3.1	2.1	3.8	1.4	1.4	1.0	1.8	1.8

EXERCISE: I-706005-818-3 A001/001 PKG-EXER: 14-12 Look at the map and estimate the approximate distance between Linden and Queen City.

RESPONSE: 03* 25 miles is the approximate distance between Linden and Queen City on map.

P-VALUE	52.0	50.0	56.2	51.2	50.6	54.7	49.5	52.9	56.2	50.0
SE OF P-VALUE	1.6	3.9	3.3	3.3	2.5	2.8	2.0	1.9	3.4	2.3
DELTA P		-1.9	4.2	-0.8	-1.4	2.7	-2.5	0.9	4.2	-2.0
SE OF DP		3.4	2.9	2.8	2.4	1.9	1.7	1.0	2.6	2.1

	ALL 17-YEAR-OLDS							11 TH GRADE		
		REGION				SEX			SEX	
	NATIONAL	SOUTH EAST	WEST CENTRAL	NORTH EAST		MALE	FEMALE	NATIONAL	MALE	FEMALE

EXERCISE: I-706007-818-3 B002/002 PKG-EXER: 16-06 Know how to properly handle business calls. Know at least 3 of Parts B,D,E and F.

RESPONSE: >03* Knew correct answers to at least 3 of Parts B,D,E and F.

P-VALUE	93.8	93.7	93.4	97.1	89.8	90.5	96.9	94.6	92.0	96.9
SE OF P-VALUE	0.9	1.4	1.9	0.9	2.8	1.4	0.9	1.0	1.5	1.0
DELTA P		-0.1	-0.4	3.3*	-4.0	-3.3*	3.1*	0.8	-1.8	3.1*
SE OF DP		1.5	1.6	1.1	2.2	0.9	0.8	0.6	1.1	0.9

EXERCISE: I-708002-818-3 A001/001 PKG-EXER: 13-16 If you point out error to fellow worker & he/she refuses to do anything about it what should you do?

RESPONSE: 03* Tell the worker that the supervisor will be notified if errors don't stop.

P-VALUE	64.3	62.7	62.9	61.7	69.8	61.6	66.9	65.9	63.7	67.9
SE OF P-VALUE	1.6	1.9	3.0	3.4	3.3	2.3	2.0	1.6	2.5	2.1
DELTA P		-1.5	-1.3	-2.5	5.5	-2.6	2.6	1.6*	-0.6	3.6*
SE OF DP		2.2	2.7	2.6	2.8	1.5	1.4	0.7	1.9	1.8

EXERCISE: I-708004-818-3 B003/003 PKG-EXER: 17-10 What are violations of employment rights and what are not? Know 2 of Parts A,C,D.

RESPONSE: 01* Knew at least 2 correct answers out of Parts A,C,D.

P-VALUE	24.5	24.8	26.2	24.4	22.5	25.0	24.0	25.1	26.9	23.4
SE OF P-VALUE	1.2	1.9	2.9	2.5	1.4	1.8	1.9	1.5	2.3	2.2
DELTA P		0.3	1.7	-0.1	-2.0	0.5	-0.5	0.6	2.4	-1.1
SE OF DP		2.0	2.3	1.9	1.6	1.4	1.4	0.9	1.9	1.8

EXERCISE: I-708005-818-3 A001/001 PKG-EXER: 17-06 What should you do if you overslept because the alarm didn't go off and you will be late to work?

RESPONSE: 03* Call and explain that you will be late for work.

P-VALUE	90.5	88.6	92.3	94.0	85.2	89.3	91.7	90.4	89.5	91.2
SE OF P-VALUE	1.0	1.8	1.5	1.7	2.7	1.6	1.0	1.1	1.7	1.2
DELTA P		-1.9	1.8	3.5*	-5.3*	-1.2	1.2	-0.1	-1.0	0.7
SE OF DP		1.8	1.4	1.4	2.2	0.9	0.9	0.6	1.3	1.0

EXERCISE: I-708007-818-3 B002/002 PKG-EXER: 15-12 What is true and false about conditions usually found on the job ?

RESPONSE: 01* Knew the necessity to account for time off to your employer. (Parts A,C,D)

P-VALUE	68.2	63.6	66.4	69.3	71.8	62.7	73.4	70.4	65.1	74.9
SE OF P-VALUE	1.7	3.3	3.0	2.9	4.2	2.2	2.2	2.2	2.8	2.2
DELTA P		-4.5	-1.8	1.2	3.7	-5.5*	5.2*	2.2*	-3.1	6.7*
SE OF DP		3.1	2.8	2.4	3.4	1.4	1.4	1.1	1.7	1.6

RESPONSE: 01* Knew that jobs entail criticism and expectations to be met. (Parts B, E)

P-VALUE	84.9	81.1	85.2	87.2	84.6	84.7	85.0	87.7	87.1	88.3
SE OF P-VALUE	1.1	2.3	2.6	1.4	2.8	1.4	1.4	1.3	1.8	1.5
DELTA P		-3.8	0.3	2.3	-0.3	-0.1	0.1	2.8*	2.2	3.4*
SE OF DP		2.1	2.2	1.4	2.3	0.9	0.8	0.7	1.5	1.2

EXERCISE: 3-202005-728-3 A001/001 PKG-EXER: 12-12 A. Does an accused person have the right to remain silent when police ask questions about the crime?

RESPONSE: 01* Yes, an accused person has the right to remain silent when questioned.

P-VALUE	95.6	92.9	96.9	95.4	96.6	95.6	95.6	96.7	97.3	96.2
SE OF P-VALUE	0.6	2.1	1.2	0.9	0.8	0.9	0.9	0.6	0.8	1.0
DELTA P		-2.7	1.3	-0.2	1.0	0.0	0.0	1.1*	1.7*	0.5
SE OF DP		1.7	1.1	0.8	0.8	0.7	0.6	0.5	0.8	0.9

	<---------- ALL 17-YEAR-OLDS ---------->						<---- 11 TH GRADE --->		
		REGION			SEX			SEX	
	NATION	SOUTH EAST	WEST CENTRAL	NORTH EAST	MALE	FEMALE	NATION	MALE	FEMALE

EXERCISE: 3-202005-728-3 A002/002 PKG-EXER: 12-12 I. Does the accused person have the right to know what he is accused of?

RESPONSE: 01* Yes, the accused person has the right to know what he is accused of.

P-VALUE	96.5	95.1	96.7	97.0	96.8	94.9	98.0	97.4	95.6	98.9
SE OF P-VALUE	0.6	2.0	1.0	0.7	1.4	1.0	0.6	0.5	0.9	0.5
DELTA P		-1.4	0.2	0.5	0.3	-1.6*	1.5*	0.9	-0.9	2.4*
SE OF DP		1.7	0.9	0.7	1.1	0.6	0.5	0.5	0.7	0.7

EXERCISE: 3-202005-728-3 A003/003 PKG-EXER: 12-12 C. Does the accused person have the right to see a member of his family before he is jailed?

RESPONSE: 02* No, the accused person doesn't have right to see family member before jail.

P-VALUE	62.5	63.5	67.4	62.5	57.4	66.4	58.9	63.4	68.2	59.4
SE OF P-VALUE	1.8	3.6	3.5	3.6	3.0	2.5	1.8	2.1	3.0	2.2
DELTA P		1.0	4.9	-0.1	-5.1	3.9*	-3.6*	0.9	5.7*	-3.2
SE OF DP		3.4	3.0	2.8	2.8	1.3	1.2	1.0	1.9	1.8

EXERCISE: 3-202005-728-3 A004/004 PKG-EXER: 12-12 I. Does the accused person have the right to have a lawyer represent him?

RESPONSE: 01* Yes, the accused person has the right to have a lawyer represent him.

P-VALUE	97.4	94.3	97.1	98.5	98.4	96.1	98.6	98.5	97.7	99.1
SE OF P-VALUE	0.6	2.2	1.1	0.8	0.5	0.9	0.4	0.4	0.6	0.4
DELTA P		-3.1	-0.2	1.1	1.0	-1.3*	1.2*	1.1*	0.4	1.8*
SE OF DP		1.8	1.0	0.7	0.7	0.5	0.4	0.5	0.6	0.5

EXERCISE: 3-202005-728-3 A005/005 PKG-EXER: 12-12 I. Does the accused person have the right to go free if he returns the stolen money?

RESPONSE: 02* No,accused person doesn't have right to freedom if he returns stolen money.

P-VALUE	93.1	87.6	92.9	94.0	96.2	92.5	93.7	94.7	94.7	94.7
SE OF P-VALUE	0.7	2.2	1.1	1.3	1.1	1.2	0.9	0.9	1.1	1.0
DELTA P		-5.5*	-0.2	0.9	3.1*	-0.6	0.6	1.5*	1.5	1.5
SE OF DP		1.9	1.1	1.1	1.1	0.8	0.7	0.5	0.8	0.8

CHAPTER 3

SUMMARY DATA

The data presented in this chapter document 17-year-olds' average levels of performance on sets of items related to various basic life skills item guidelines. Items related to the following areas have been summarized:

Guideline I:	Personal finance and consumer protection skills A. Shopping skills B. Contracts C. Consumer rights and methods of redress D. Personal finance
Guideline II:	Health maintenance skills
Guideline III:	Interpersonal skills
Guideline V:	Family responsibility skills
Guideline VI:	Community resource skills
Guidelines IV and VII combined:	Citizenship skills and career development skills

Tables 3-1 through 3-10 present summary statistics for a particular set of items. Item identification numbers for each item in each summarized set are listed below. Like the tables in Chapter 2, the Package/Exercise column indicates the BLS booklet number and item sequence number within the booklet. For example, 1207 means booklet 12, item 7.

1. Items used for summary statistics related to Guideline I: Personal finance and consumer protection skills

Item Identification Number	Package/Exercise
I-100001-818-3	1207
I-100002-818-3	1303
I-100003-818-3	1509
I-100004-818-3	1601
I-101001-818-3	1505
I-101002-818-3	1409
I-101003-818-3	1312
I-101004-818-3	1215
I-102001-818-3	1607

Item Identification Number	Package/Exercise
I-102011-818-3	1403
I-102012-818-3	1308
I-102013-818-3	1511
I-102015-818-3	1522
I-102016-818-3	1204
I-102018-818-3	1708
I-103003-818-3	1214
I-103007-818-3	1407
I-103009-818-3	1306
I-103011-818-3	1324
I-103013-818-3	1515
I-103014-818-3	1703
I-103019-818-3	1327
I-104002-818-3	1318
I-104004-818-3	1322
I-104009-818-3	1605
I-104010-818-3	1611
I-104011-818-3	1317
I-104012-818-3	1206
I-104013-818-3	1714

2. Items used for summary statistics related to shopping, within Guideline I

Item Identification Number	Package/Exercise
I-101004-818-3	1215
I-102006-818-3	1615
I-102012-818-3	1308
I-102013-818-3	1511
I-102015-818-3,4	1522
I-102016-818-3	1204
I-102018-818-3	1708
I-501014-818-3	1217

3. Items used for summary statistics related to contracts, within Guideline I

Item Identification Number	Package/Exercise
I-103003-818-3	1214
I-103007-818-3	1407
I-103009-818-3	1306
I-103013-818-3	1515
I-103014-818-3	1703
I-103019-818-3	1327

4. Items used for summary statistics related to consumer rights and methods of redress, within Guideline I

Item Identification Number	Package/Exercise
I-102011-818-3	1403
I-104002-818-3	1318
I-104004-818-3	1322
I-104009-818-3	1605
I-104012-818-3	1206
I-104013-818-3	1714
I-601004-818-3	1410
I-601014-818-3	1701
I-604001-818-3	1705

5. Items used for summary statistics related to personal finance, within Guideline I

Item Identification Number	Package/Exercise
I-100001-818-3	1207
I-100002-818-3	1303
I-100003-818-3	1509
I-100004-818-3	1601
I-101001-818-3	1505
I-101002-818-3	1409
I-101003-818-3	1312
I-102001-818-3	1607
I-103011-818-3	1324
I-104010-818-3	1611
I-104011-818-3	1317
I-503015-818-3	1518

6. Items used for summary statistics related to Guideline II: Health maintenance skills

Item Identification Number	Package/Exercise
I-200001-818-3,4	1616
I-201002-818-3	1305
I-201005-818-3	1614
I-201007-818-3,4	1314
I-201001-818-3,4	1601
I-201012-818-3,4	1711
I-201014-818-3	1510
I-201019-818-3	1513
I-201023-818-3,4	1704
I-201024-818-3,4	1519
I-201025-818-3	1414
I-201030-818-3	1612
I-201032-818-3	1325

Item Identification Number	Package/Exercise
I-201033-818-3,4	1205
I-201034-818-3,4	1701
I-201035-818-3	1602
I-201037-818-3,4	1321
I-201039-818-3,4	1216
I-201043-818-3,4	1315
I-201044-818-3,4	1508
I-201045-818-3,4	1203
I-201047-818-3,4	1323
I-202001-818-3,4	1413
I-202002-818-3,4	1618
I-202005-818-3,4	1716
I-202007-818-3,4	1404
I-202009-818-3,4	1620

7. Items used for summary statistics related to Guideline II that were given to both 17-year-olds and adults

Item Identification Number	Package/Exercise
I-102015-818-3,4	1522
I-200001-818-3,4	1616
I-201007-818-3,4	1314
I-201001-818-3,4	1609
I-201012-818-3,4	1711
I-201023-818-3,4	1704
I-201024-818-3,4	1519
I-201033-818-3,4	1205
I-201034-818-3,4	1707
I-201037-818-3,4	1321
I-201039-818-3,4	1216
I-201043-818-3,4	1315
I-201044-818-3,4	1508
I-201045-818-3,4	1203
I-201047-818-3,4	1323
I-202001-818-3,4	1413
I-202002-818-3,4	1618
I-202005-818-3,4	1716
I-202007-818-3,4	1404
I-202009-818-3,4	1620
I-501021-818-3,4	1608
I-502007-818-3,4	1503
I-503009-818-3,4	1520
I-601013-818-3,4	1304

8. Items used for summary statistics related to Guideline III: Interpersonal skills

Item Identification Number	Package/Exercise
I-301001-818-3	1320
I-301004-818-3	1307
I-301005-818-3	1516
I-302012-818-3	1313
I-302013-818-3	1201 and 1301
I-302016-818-3	1401 and 1501
I-302018-818-3	1504

9. Items used for summary statistics related to Guideline V: Family responsibility

Item Identification Number	Package/Exercise
I-501009-818-3	1709
I-501010-818-3	1715
I-501013-818-3	1218
I-501014-818-3	1217
I-501017-818-3	1613
I-501020-818-3	1610
I-501021-818-3,4	1608
I-501022-818-3	1619
I-502002-818-3	1712
I-502003-818-3	1408
I-502004-818-3	1213
I-502007-818-3,4	1503
I-503007-818-3	1411
I-503009-818-3,4	1520
I-503015-818-3	1518
I-503017-818-3	1211

10. Items used for summary statistics related to Guideline VI: Community resource skills

Item Identification Number	Package/Exercise
I-601001-818-3	1405
I-601004-818-3	1410
I-601011-818-3	1507
I-601013-818-3	1304
I-601014-818-3	1701
I-604001-818-3	1705

11. Items used for summary statistics related to Guidelines IV and VII, combined: Citizenship skills and career development skills

Item Identification Number	Package/Exercise
I-401008-818-3	1310
I-700030-818-3	1713
I-701001-818-3	1603
I-702003-818-3	1617
I-702004-818-3	1311
I-702005-818-3	1415
I-702006-818-3	1326
I-703007-818-3	1521
I-704002-818-3	1718
I-705001-818-3	1208
I-705003-818-3	1506
I-705004-818-3	1209
I-705005-818-3	1210
I-705006-818-3	1309
I-705009-818-3	1702
I-706005-818-3	1412
I-706007-818-3	1606
I-708002-818-3	1316
I-708004-818-3	1710
I-708005-818-3	1706
I-708007-818-3	1512
3-202005-728-3	1212

Summaries for each of these sets of items are shown as mean percentages of correct or best answers (mean P), mean differences between percentages of correct responses for reporting groups and for the nation (mean DP), the sampling standard errors for mean percentages (standard error mean P) and the sampling standard errors (standard error mean DP). These statistics are given for the following reporting groups: nation, regions, all 11th-grade 17-year-olds (11th-grade "nation"), 17-year-old 11th-grade males and 17-year-old 11th-grade females. Differences between group data and the corresponding national data greater than twice their standard errors are marked with an asterisk.

TABLE 3-1. Exercises for Consumer Skills (Guideline I)
(N = 59 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	61.86	.32	- .31	.25	-2.31*	1.73*	.76	1.50*	2.71*	.40
Standard error of mean DP	.37	.26	.24	.72	.64	.48	.74	.23	.39	.34

TABLE 3-2. Exercises for Consumer Skills Related to Shopping
(N = 13 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	66.87	.10	- .16	.12	-3.01*	1.84*	- .26	2.39*	3.49*	1.33*
Standard error of mean DP	.50	.50	.48	.98	1.16	.65	.84	.37	.68	.63

TABLE 3-3. Exercises for Consumer Skills Related to Contracts
(N = 11 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	57.00	- .15	.14	- .17	-1.20	.80	.01	1.23*	1.81*	.68
Standard error of mean DP	.46	.53	.52	.70	.80	.65	.93	.32	.68	.60

For the nation, the summary is the mean percentage of correct or acceptable responses. Mean percentages for the reporting groups can be reconstructed by adding the group mean DP to the national mean P.

TABLE 3-4. Exercises for Consumer Skills Related to Consumers' Rights and Their Redress
(N = 14 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	59.25	-1.68*	1.63*	2.01	-4.54*	2.52*	-1.84	1.53*	.84	2.19*
Standard error of mean DP	.73	.47	.45	1.56	1.09	.90	1.48	.39	.64	.69

TABLE 3-5. Exercises for Consumer Skills Related to Personal Finance
(N = 26 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	64.00	1.15*	-1.08*	- .62	-1.54	2.03*	- .82	1.30*	3.27*	- .44
Standard error of mean DP	.43	.30	.30	.85	.86	.57	.70	.24	.42	.42

TABLE 3-6. Exercises for Health Maintenance (Guideline II)
(N = 28 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	60.94	-2.74*	2.59*	.25	-3.25*	1.38*	.31	2.15*	.05	4.06*
Standard error of mean DP	.51	.35	.32	1.08	1.04	.66	.82	.32	.48	.42

†*For the nation, the summary is the mean percentage of correct or acceptable responses. Mean percentages for the reporting groups can be reconstructed by adding the group mean DP to the national mean P.*

TABLE 3-7. Exercises for Health Maintenance Skills, 17/Adult Overlaps
(N = 25 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	Northeast	Southeast	Central	West	National	Male	Female
Mean DP	63.45	-2.52*	2.38*	.34	-3.10*	1.77*	- .42	2.20*	.30	3.90*
Standard error of mean DP	.50	.33	.30	1.10	1.09	.64	.70	.34	.49	.44

TABLE 3-8. Exercises for Interpersonal Skills (Guideline III)
(N = 12 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	Northeast	Southeast	Central	West	National	Male	Female
Mean DP	65.03	-4.35*	4.14*	.00	- .06	- .02	.06	1.96*	-2.32*	5.80*
Standard error of mean DP	.58	.39	.36	1.03	.86	.98	.90	.28	.63	.50

TABLE 3-9. Exercises for Family Responsibility Skills (Guideline V)
(N = 16 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	Northeast	Southeast	Central	West	National	Male	Female
Mean DP	62.18	-4.46*	4.13*	.16	-3.20*	2.06*	- .48	2.28*	-1.62*	5.65*
Standard error of mean DP	.56	.37	.36	1.17	1.10	.66	1.10	.36	.60	.47

†*For the nation, the summary is the mean percentage of correct or acceptable responses. Mean percentages for the reporting groups can be reconstructed by adding the group mean DP to the national mean P.*

TABLE 3-10. Exercises for Career Development and Citizenship Skills (Guidelines IV and VII)
(N = 34 Exercise Summary Values)

	National†	Sex		Region				11th Grade		
		Male	Female	North-east	South-east	Central	West	National	Male	Female
Mean DP	70.41	-1.78*	1.71*	.79	-2.98*	1.14*	- .11	1.74*	.73	2.64*
Standard error of mean DP	.42	.30	.28	.80	.92	.52	.76	.25	.44	.34

†*For the nation, the summary is the mean percentage of correct or acceptable responses. Mean percentages for the reporting groups can be reconstructed by adding the group mean DP to the national mean P.*

APPENDIX A

GUIDELINES FOR WRITING BASIC LIFE SKILLS ITEMS[1]

I. Personal Finance and Consumer Protection Skills

A. Plans allocation of personal resources to meet basic needs and wants.

1. Identifies both present and future needs and wants (e.g., food, clothing, education, health, housing, legal, recreation and transportation).

2. Identifies major categories of personal resources (e.g., time, energy, money, personal contacts and skills).

3. Given basic needs and wants (e.g., food, clothing, education, health, housing, legal, recreation and transportation), is able to generate alternative products and services for satisfying these needs (e.g., for transportation: car, bicycle, bus, walking, hitchhiking).

4. Compares the amount of time, energy, money, personal skills required by alternative products and services for satisfying a specific basic need.

5. Decides on the best alternative products and services to satisfy several basic needs and wants.

B. Selects needed products and services identified during planning.

1. Identifies and is able to use a variety of sources of information to find needed and wanted products and services (e.g., catalogs, consumer guides, institutions, yellow pages, newspapers and personal contacts).

2. Interprets and evaluates advertising (e.g., amount of real savings, appeal and pressure tactics, and misrepresentation of products and services).

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[1]These objectives represent a guideline for item developers and are not to be interpreted as comprehensive objectives. They were not developed according to the rigorous National Assessment procedure of mutliple reviews and revisions.

3. Compares and contrasts prices, packaging, quality or qualifications in relation to the kind and amount of product or service needed; or compares and contrasts price in relation to packaging, quality, kind or amount.

4. Selects and justifies choice of product or service in terms of needs and resources.

C. Establishes and evaluates financial resources needed to purchase products and services.

1. Identifies different types of credit (e.g., signature loans, collateral loans, charge accounts) and sources of credit (e.g., credit unions, banks, loan companies, private individuals) and recognizes the advantages and disadvantages of each type and source of credit in acquiring resources for purchases.

2. Understands the legal and financial aspects connected with loaning, borrowing and charging (e.g., interest rates, payment deadlines, contract stipulations) and recognizes unreasonable terms or fraudulent practices.

3. Identifies the advantages and disadvantages of using various types of financial resources (e.g., net income, savings, credit, food stamps, personal contacts, personal property) in making various consumer purchases.

4. Identifies appropriate public and private sources available to provide advice on financial matters.

5. Selects and justifies most appropriate financial resource(s) for acquiring needed product(s) or service(s).

D. Maintains and protects purchases.

1. Compares and contrasts costs (e.g., time and money) involved in the care and upkeep of major personal purchases under various circumstances (e.g., do-it-yourself versus hiring services).

2. Identifies resources available to aid the consumer in face of misleading and/or fraudulent product/service claims or tactics.

3. Determines in accordance with one's needs and resources the relative merits and desired extent of various forms of product protection (e.g., insurance, alarm systems).

4. Identifies types of purchase receipts and service records that need to be saved.

II. Health Maintenance Skills

A. Recognizes conditions and practices conducive to good health.

1. Distinguishes between those activities that promote physical and mental health (e.g., maintaining balanced diet, exercising regularly, engaging in beneficial mental and physical stimulation, obtaining adequate rest) and those that hinder health (e.g., overeating, physical overexertion, physical and mental overstimulation, inadequate rest).

2. Distinguishes between physical and psychological changes that are normal and developmental (e.g., regular elimination of body wastes, developmental changes in structure of organs, normal variations in feelings) and those indicative of malfunction (e.g., irregular or painful discharge of body wastes, abnormal physical growth, prolonged depression, other physical and mental handicaps).

3. Recognizes the psychological and physiological effects of addictive drugs (including tobacco and alcohol) on adolescents, adults and the aged.

4. Explains the importance of preventing threats to personal health -- regular checkups or special examinations (PAP, breast, dental, vision, cardiovascular, VD, pregnancy, other laboratory analyses -- blood, urine).

5. Explains ways of preventing threats to community health (e.g., personal cleanliness, trash removal, rodent control, water purification, pollution control).

6. Describes basic safety measures that can prevent accidents or injury at home, work or play (e.g., removing fire hazards, correcting unstable structural conditions, applying proper lifting techniques, using tools properly).

7. Given conditions that are detrimental to one's health (e.g., environmental -- pollution, personal -- hay fever, asthma), is able to generate alternative means for overcoming or modifying these conditions (e.g., change in location or job, medical help, elimination of source of irritation).

B. Knows how, when and where to obtain medical services.

1. Is able to describe injuries, illnesses and malfunctions that require medical attention, and is able to distinguish between these and those that can be handled through personal treatment.

2. Compares and contrasts public versus private sources of health care (e.g., eligibility, cost, availability and quality).

3. Identifies public and private sources available to help in the area of mental and physical health problems, and identifies how one contacts these sources.

4. Identifies some of the types of health insurance available, their possible benefits and costs, and recognizes the implications of not having health insurance coverage.

III. Interpersonal Skills

A. Participates in setting and clarifying tasks.

1. Initiates conversation or activity (e.g., by telephone, interview).

2. Seeks information by requesting additional facts.

3. Seeks opinions and expressions of feelings from others.

4. Offers relevant information freely.

5. Offers expressions of feelings to others.

6. Clarifies and elaborates own ideas.

7. Asks for clarification and elaboration of ideas of others.

8. Interprets the thoughts and feelings of others and checks the accuracy of those perceptions (e.g., by paraphrasing, asking questions).

9. Summarizes main points of what has been said.

B. Contributes to group integration.

1. Responds to others openly, freely and constructively.

2. Accepts and encourages the expression of opinions and feelings of others.

3. Recognizes possible consequences of one's own and others' role expectations in peer and family situations (e.g., conflicts involving authority, conflicts over perceived behavior or responsibilities).

4. Distinguishes between those behaviors that are helpful to group structure and function and those that are harmful.

5. Controls or moderates disruptive behavior (e.g., anger, interruption, belittling, chronic complaining, showing off) in himself or herself, and responds to such behavior in others constructively.

6. Attends to speaker or audience; listens to what is being said; sticks with the subject.

7. Is flexible and is able to change opinion when appropriate, to effect resolution of conflict.

8. Recognizes the impact of speech, appearance and mannerisms of others.

9. Identifies and evaluates the influence of others on personal decisions and actions and is able to mitigate undesirable influence.

10. Treats others with respect and considers the consequences for others of one's own actions.

C. Contributes to group productivity in achieving tasks or goals.

1. Recognizes cues from others that indicate difficulties in understanding.

2. Helps group become aware of progress.

3. Tests for group consensus; finds out where differences are.

4. Summarizes and reports accurately what has been accomplished.

IV. Citizenship Skills

A. Applies knowledge, reasoning and interpersonal skills in developing strategies for solving civic problems.

1. Identifies specific rights granted to the individual citizen and specific civic responsibilities expected of the individual citizen in the United States.

2. Recognizes the structure and legitimate functions of major political institutions in the United States (e.g., federal, state and local governments).

3. Given various civic situations, is able to recognize activities that are in conflict with the individual citizen's rights or are in need of support from the individual citizen.

4. Suggests possible alternative methods (formal and informal) for preventing the loss of the rights of the individual or establishing citizen support in a particular civic situation.

5. Identifies the alternative methods for preventing the loss of the rights of the individual or establishing citizen support in a particular civic situation.

6. Chooses and justifies a method (formal or informal) for effecting a solution to a particular civic problem.

7. Evaluates the method chosen to solve a civic problem on the basis of the results.

V. Family Responsibility Skills

A. Applies knowledge and interpersonal skills in developing strategies for solving family problems.

1. Recognizes the indications of various problems concerned with the physical, economic and psychological welfare of the family (e.g., care of the aged, child abuse, overcrowding, death, criminality, divorce, suicide, moving, foster children, stepchildren, handicapped).

2. Hypothesizes as to the causes of a specific family problem.

3. Suggests possible solutions to the problem and generates alternative strategies for reaching the solution.

4. Evaluates the strategies in terms of specified criteria and chooses a strategy for effecting solution.

5. Evaluates the strategy on the basis of results.

B. Applies knowledge and interpersonal skills in the process of dating and courtship that may possibly lead to family relationships.

C. Applies knowledge and judgment in considering parenthood and carries out responsibly the role of parent.

1. Understands the legal and moral obligations of male and female parents (e.g., providing food, shelter, protection, education; giving affection; encouraging full and happy development), and is able to give some reasons for having children.

2. Understands the effect of parenthood on one's own way of life (e.g., goals, style, desires).

3. Describes the responsibilities of individuals to themselves, to members of their family and to society for the number of children they produce or adopt.

4. Understands the fundamentals of conception and knows various methods of birth control.

5. Is aware of physical and psychological effects of pregnancy on parents and children.

6. Identifies and evaluates alternative courses of action in case of undesired pregnancy.

7. Knows the general stages of human growth and development and indicators of major developmental problems.

8. Describes some of the major needs of the child during pregnancy, infancy and childhood, and is able to offer possible ways of meeting these needs (e.g., nutrition, health care, stimulation, constructive guidance, security).

9. Recognizes the effect of parental or other adult behavior on the child's cognitive and affective development.

VI. Community Resource Skills

A. Given or faced with possible personal needs or problems connected with health, education, civil rights, employment, transportation, finances, housing, legal matters, recreation (cultural), family affairs, is able to identify community resources and services (public and private) available to help meet these needs or problems.

B. Recognizes alternative methods of gaining access to the information or help provided by identified community resources and services (e.g., personal contact with individuals and agencies, telephone, mail).

C. Evaluates available community resources and services in terms of their accessibility, time, costs and direct application to possible personal needs or problems and selects the most appropriate source(s) to meet these needs or problems.

D. Interprets information received from appropriate community resources and judges accuracy, acceptability, practicality of this information to a specific need or problem, and determines a course of action.

1. Knows how to meet transportation and travel needs.

a. Identifies various methods of transportation and locations of major transportation facilities.

b. Uses maps and schedules to plan travel.

c. Compares schedules and costs of transportation in order to determine most efficient means of travel.

d. Is able to request information on and make travel and accommodations reservations.

e. Undersrands driving regulations, including safety, courtesy, rules (traffic and license requirements).

2. Knows how to meet education needs.

a. Identifies types and purposes of various types of education alternatives.

b. Identifies requirements for admission to various types of education alternatives.

c. Knows when and how to gain access to education alternatives of interest.

d. Identifies ways in which one can obtain loans, scholarships and other financial aid to meet education needs.

VII. Career Development Skills

A. Is aware and has knowledge of individual characteristics.

1. Recognizes the interrelationship between own abilities and limitations.

2. Identifies current interests and values.

3. Identifies methods and processes for obtaining additional knowledge of individual characteristics.

4. Participates in activities leading to more informed and accurate perception of own interests, abilities, limitations and values.

B. Is aware and has knowledge of characteristics and requirements of different careers and occupations.

1. Identifies the major duties, required abilities and entry requirements of specific careers and occupations.

2. Identifies differences in work conditions among different careers and occupations and identifies the effect these conditions might have on lifestyle.

3. Identifies the important factors that affect job success and satisfaction.

4. Knows methods and processes for obtaining additional knowledge about careers and occupations.

5. Participates in activities leading to more informed and accurate perceptions of characteristics and requirements of different careers and occupations.

C. Makes and implements career and occupational decisions.

1. Relates abilities and limitations to career and occupational requirements.

2. Relates current interests and values to career and occupational requirements.

3. Identifies careers and occupations that are compatible with individual characteristics and desired lifestyles.

4. Identifies sources and methods available for preparing for a career or education.

5. Develops a plan for preparing for entry into selected career or occupation.

6. Identifies possible alternative careers and relevant factors bearing upon possible career changes.

D. Improves existing career and occupational characteristics.

1. Identifies ways of gaining knowledge and abilities necessary to improve existing career and occupational capabilities.

2. Engages in activities that improve capabilities within the existing or planned career and occupational capabilities.

E. Develops employment-seeking skills.

1. Identifies where to find information regarding job openings, job requirements, and advantages and disadvantages of different jobs.

2. Identifies the differences between commercial employment agencies, governmental employment agencies and private employers.

3. Demonstrates ability to write a "job wanted" ad.

4. Demonstrates ability to prepare a job application, letter or form.

5. Demonstrates ability to use appropriate procedures in a job interview.

F. Develops skills useful in a career or occupation.

1. Performs numerical skills generally useful in a career or occupation.

2. Demonstrates communication skills generally useful in a career or occupation.

3. Demonstrates manual-perception skills generally useful in a career or occupation.

4. Identifies and demonstrates interpersonal skills useful in a career or occupation (responsibilities, initiative, flexibility, positive attitudes, ability to work with others).

G. Is able to handle financial and legal aspects of employment.

1. Calculates hourly wage, overtime percentage rates, tax deductions, insurance deductions using earning statements.

2. Identifies purpose for and functioning of social security.

3. Can complete a W-4 Employee's Withholding Exemption Certificate.

4. Identifies different types of insurance commonly available to employees (workman's compensation, disability, medical/dental insurance).

H. Is aware and has knowledge of employer/employee rights and responsibilities.

1. Identifies various responsibilities given a description of work standard for a particular job.

2. Identifies channels of communication in employment structure for handling personal problems. (Internal and external grievance procedures.)

3. Identifies from a given description of a job situation possible frustrations and suggests ways of coping with identified frustrations.

APPENDIX B

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APPENDIX D

TECHNICAL PROCEDURES: SAMPLING AND ESTIMATION OF STANDARD ERRORS

This appendix describes technical procedures used in the sample design and sample selection for the 1976-77 assessment of basic life skills. It also provides details about procedures used for estimating standard errors of the statistics used in this report.

The sample design, sample selection and data collection for the assessment of basic life skills was done by the staff of the Research Triangle Institute, Raleigh, North Carolina.

Sampling

The target population for the assessment consisted of 17-year-olds enrolled in either public or private schools at the time of the assessment who were not functionally handicapped to the extent they could not participate in the assessment. Specific groups excluded were non-English speaking persons, those identified as nonreaders during the assessment, persons physically or mentally unable to respond, and persons in institutions or attending schools established for the physically handicapped or mentally retarded.

Packages of exercises (item booklets) were administered to groups of students in sessions that could not exceed 50 minutes. Specifically trained field personnel administered the packages. This ensured a relatively high degree of consistency of administration and quality control of field procedures with minimum impact or burden on the cooperating schools.

Overview of the National Assessment Sample Design

National Assessment uses a deeply stratified, three-stage national probability sample design with oversampling of low-income areas. In the first stage, the United States is divided into geographic units of counties or groups of contiguous counties meeting a minimum size requirement. These units, called primary sampling units (PSUs), are stratified by region and size of community. From the list of PSUs, a sample of PSUs is drawn without replacement with probabilities proportional to population size measures, representing all regions and sizes of communities. Oversampling of low-income and extreme-rural areas is performed at this stage by adjusting the estimated population size measures of these areas to increase sampling rates.

In the second stage, all public and private schools within each PSU selected in the first stage are listed. Schools within each PSU are selected without replacement with probabilities proportional to the number of age-eligible students in the school.

The third stage of sampling occurs during the data collection period. A list of all age-eligible students within each selected school is made. A simple random selection of eligible students without replacement is obtained, and item booklets are administered to selected students. Specially trained field personnel select the sample and administer the booklets.

Each respondent in the sample does not have the same probability of selection because some subpopulations are oversampled, and adjustments are made to compensate for school refusals to participate and student nonresponse. The selection probability of each individual is computed, and its reciprocal is used to weight each response in any statistical calculation to compensate for unequal rates of sampling and to ensure proper representation in the population structure.

The number of PSUs, schools within PSUs and students within schools are determined by optimum sampling principles. That is, a sample design is selected to minimize costs, yet achieve a desired level of precision.

Table D-1 displays the number of PSUs and schools selected in 1976-77 for the BLS assessment.

TABLE D-1. Number of PSUs and Schools Selected for Basic Life Skills, Age 17

Number of of PSUs	Assessment Number of Schools
77	283

Sample Design, 1976-77

The 1976-77 sample was drawn according to the following procedures. In 1976-77, two types of PSUs were identified: (1) large-size population areas defined by the U.S. Census Bureau as standard metropolitan statistical areas (SMSAs) and (2) other contiguous non-SMSA counties grouped together to meet certain minimum size requirements. The first stratification of PSUs was by geographic region, as defined by the Office of Business Economics, U.S. Department of Commerce. (See Chapter 1 for a definition of these regions.)

Within regions, PSUs were classified into five size-of-community (SOC) categories:

SOC 1 PSUs corresponding to the 13 largest SMSAs after adjusting the population size to compensate for oversampling low-income

metropolitan areas. These PSUs have selection probabilities so large that under our allocation procedures they are certain to be included in our sample each year. These PSUs are designated as self-representing.

SOC 2 PSUs corresponding to the remaining 57 SMSAs with over 500,000 population.

SOC 3 PSUs corresponding to the remaining 162 SMSAs.

SOCs 4, 5 PSUs made up of non-SMSA counties. SOCs 4 and 5 are determined on that half of the remaining population (after adjustment for oversampling of rural areas) that falls into each category. SOC 4 contains PSUs in which less than 6% of the residents are classified as rural.

Since the self-representing PSUs are included in the sample every year, they actually represent an additional level of stratification, making an effectual total of 17 (13 + 4) size-of-community strata. Each self-representing SMSA was divided further into geographic substrata or nonoverlapping replicates that constituted multiples of convenient work units for item administration. These multiple work units were included with the rest of the nonself-representing PSUs to form the pool from which first-stage sampling units were selected. To ensure adequate representation, National Assessment doubled the sampling rate of low-income and rural areas.

In 1975-76, first-stage units were selected simultaneously for four consecutive assessment years (1975-76 through 1978-79), as were schools in the self-representing PSUs. The present sample design requires that every four years we will assess at least once in every state and not more than once in any school. There are 1,101 primary sampling units in the primary sampling frame for the four-year period, from which about 75 first-stage sampling units are selected each year.

Within the primary strata, public and private schools were listed and further stratified by the estimated number of young people eligible at each age. Small schools were clustered until they were collectively large enough to respond to the same number of packages as the larger schools in the stratum. Schools or school clusters are selected without replacement with probability proportional to the number of age-eligible students in the school or cluster of schools. Once schools were identified, districts were contacted to check for changes in grade range and for the existence of new schools. This information was used to revise probabilities of schools' selection.

In the third stage, students were selected with equal probability and without replacement within each sampled school. The number of students selected was proportional to the number of age eligibles with oversampling in low-income and rural areas.

During data collection, allowing for variable group sizes for each package administration within schools enabled National Assessment to obtain desired

sample sizes in schools having characteristically low response rates. This feature also permitted last minute modifications and adjustments to selection probabilities necessitated by enrollment changes.

For the basic life skills assessment, each package was half-sampled by pairing it with another BLS package and then administering the pair together, as noted in Chapter 1. Thus, each BLS package was administered to between 1,286 and 1,349 students (which is about half the usual number of students assessed), and each package was administered in the same number of schools (about 160) as the fully assessed packages. This procedure allows for more stable performance estimates.

Estimation of Standard Errors

Several measures of achievement that National Assessment uses in its reports were described in Chapter 1. The sample designs described in the previous section are complex, deeply stratified, multistage probability sample designs. Fairly approximately standard error estimates of these achievement measures can be obtained by applying the jackknife procedure to first-stage sampling units within strata, accumulating across strata and using the method of successive differences.

In this section the measures of achievement are first defined in algebraic form, followed by a description of the jackknife method used by National Assessment to estimate standard errors.

Measures of Achievement

Based on the sample design, a weight is assigned to every individual who responds to an exercise administered in an assessment. The weight is the reciprocal of the probability of selecting a particular individual to take a particular exercise. Since the probabilities of selection are based on an estimated number of people in the target age population, the weight for an individual estimates the number of similar people represented by that individual in a particular age population.

A sum of the weights for all individuals, at a particular age level, responding to an exercise is an estimate of the total number of people in that age population. A sum of weights for all individuals, again, at a particular age level, responding correctly to an exercise is an estimate of the number of people who would be able to respond correctly in the age population if the entire population were assessed. These concepts also apply to any reporting group (e.g., defined by region, sex, race, etc.) and category of response (e.g., correct, incorrect and "I don't know").

Let W^{e}_{ihk} = sum of weights for respondents to exercise e who are in reporting subgroup i and who are in the kth PSU of the hth sampling stratum.

C^{ej}_{ihk} = sum of weights for respondents to exercise e who are in subgroup i, who are in the kth PSU of stratum h and who selected response category j (e.g., correct response) for the exercise,

and that $W^{e}_{ihk} = \sum_{j} C^{ej}_{ihk}$.

Then, summing k over the n_h, sample PSUs in stratum h, and summing over the H sampling strata, $W^{e}_{i++} = \sum_{h=1}^{H} \sum_{k=1}^{n_h} W^{e}_{ihk}$ estimates the number of eligibles in the population who are in subgroup i.

Similarly, $C^{ej}_{i++} = \sum_{h=1}^{H} \sum_{k=1}^{n_h} C^{ej}_{ihk}$ estimates the number of eligibles in the population who are in subgroup i and who would select response category j from exercise e.

An estimate of the proportion of the eligibles in the age population in subgroup i that would select response category j on exercise e is

(1) $P^{ej}_{i} = C^{ej}_{i++} / W^{e}_{i++}$.

In the special case where the percentage of all age eligibles who would select response category j on exercise e is estimated, the index A (for All) will be used in place of i as follows:

(2) $P^{ej}_{A} = C^{ej}_{A++} / W^{e}_{A++}$.

In National Assessment reports, the proportion in (1) multiplied by 100 is called the group percentage, and the proportion in (2) multiplied by 100 is called the national percentage. The difference between the proportion in subgroup i who would select category j on exercise e and the proportion in the nation is denoted by:

(3) $\Delta P^{ej}_{i} = P^{ej}_{i} - P^{ej}_{A}$.

National Assessment also reports the arithmetic mean of the percentage of correct responses over sets of exercises corresponding to the measures in (1), (2) and (3). These means are taken over the set of all exercises or a subset of exercises classified by a reporting topic or content objective. The mean percentage of correct responses taken over m exercises in some set of exercises corresponding to measures (1), (2) and (3) are, respectively:

(4) $\bar{P}_i = \frac{1}{m} \sum_e C^e_{i++} / W^e_{i++}$,

(5) $\bar{P}_A = \frac{1}{m} \sum_e C^e_{A++} / W^e_{i++}$ and

(6) $\overline{\Delta P}_i = P_i - P_A$.

Note that the response category subscript j has been suppressed since the means are understood to be taken over the correct response category for each exercise.

Each of these six achievement measures are computed and routinely used in reports describing achievement data for any assessment. The simple difference in these measures between two assessments of the same exercises (or sets of exercises) provides six measures of change in achievement that are routinely used in National Assessment's change reports. The next section describes how standard errors are estimated for the 12 statistics routinely used in National Assessment reports.

Computation of Standard Errors

In order to obtain an approximate measure of the sampling variability in statistics (1) through (6), a jackknife-replication procedure for estimating the sampling variance of nonlinear statistics from complex multistage samples was tailored to National Assessment's sample design. References (4), (5) and (7) provide information about the jackknife technique, while reference (3) describes how the procedure is used in estimating standard errors for National Assessment's sample designs.

To demonstrate the computational aspects of this technique, consider estimating the variance of the statistic P^{ej}_i from (1) -- the proportion of age eligibles in subgroup i who would select response category j on exercise e.

This statistic is based on data from all the n_h PSUs in the H strata. Let P^{ej}_{i-hk} be defined as a replication estimate of P^{ej}_i and constructed from all the PSUs excluding the data from PSU k in stratum h. These replication estimates are computed as if the excluded PSU had not responded and a reasonable nonresponse adjustment is used to replace the data in PSU hk in estimating P^{ej}_i. Several choices for replacing the data in PSU hk are available. In order to obtain a convenient and computationally efficient algorithm for approximating standard errors, National Assessment replaces C^{ej}_{ihk} and W^e_{ihk} from the hkth PSU

with corresponding sums from another paired PSU in the same stratum. The replicate estimate is then computed. The replicate estimates to be used in the standard error calculations are determined by arranging all of the PSUs in each stratum into successive pairs. That is, PSU 1 is paired with PSU 2, PSU 2 with PSU 3, 3 with 4, ... (n_h-1) with n_h and PSU n_h with PSU 1.

The contribution to the variance of P_i^{ej} by each pair of PSUs is the change in the value of the statistic incurred by replacing the data from each PSU in the pair by the data from the other PSU in the pair and recomputing P_i^{ej} in the usual way. Each pair produces two replicate estimates. Squaring the difference between these replicate estimates and then dividing by eight measures the contribution of this pair of PSUs to the total variance. The sum of these contributions over all n_h successive pairs in the stratum is the contribution by stratum h to the total variance. The square root of the sum of the H stratum contributions is the estimate of the standard error of P_i^{ej}.

Algebraically, the two replicate estimates for the pair k, k+1 (where $k=1, \ldots, n_h$ and $n_h+1 = 1$) are:

$$(7)\quad P^{ej}_{i\text{-}hk(k+1)} = \frac{C^{ej}_{i++} - C^{ej}_{ihk} + C^{ej}_{ih(k+1)}}{W^{e}_{i++} - W^{e}_{ihk} + W^{e}_{ih(k+1)}}$$

and

$$(8)\quad P^{ej}_{i\text{-}h(k+1),k} = \frac{C^{ej}_{i++} - C^{ej}_{ih(k+1)} + C^{ej}_{ihk}}{W^{e}_{i++} - W^{e}_{ih(k+1)} + W^{e}_{ihk}} .$$

The contribution to the total variance from stratum h is:

$$(9)\quad \text{var}\,(P^{ej}_{ih}) = \frac{1}{8} \sum_{k}^{n_h} (P^{ej}_{i\text{-}hk(k+1)} - P^{ej}_{i\text{-}h(k+1),k})^2 .$$

And, finally, an estimate of the standard error of P_i^{ej} is:

$$(10)\quad SE\ (P_i^{ej}) = \left(\sum_h^H \text{var}\ P_{ih}^{ej}\right)^{1/2}.$$

Multiplying P_i^{ej} by 100 yields the percentage of response to category j. Multiplying SE (P_i^{ej}) by 100 yields the corresponding estimated standard error of the percentage.

In general, the jackknifed standard errors of the proportion estimates will be larger than the simple random sampling formula $(pq/n)^{1/2}$, where $p = P_i^{ej}$, $q = 1-p$ and n is the number of sampled respondents in subgroup i who took the exercise. The larger size of SE (P_i^{ej}) reflects mainly the loss of precision due to cluster-sampling of schools and students.

The standard errors for the achievement measures (2) through (6) are computed through a series of steps analogous to those followed in computing SE (P_i^{ej}). The most complicated step in computing the other standard errors occurs in forming the paired replicate estimates analogous to (7) and (8) for each successive pair of PSUs. Once this bookkeeping chore is done, the computations for (9) and (10) follow in a straightforward manner.

The standard errors for the differences between two assessments for any of the achievement measures (1) through (6) are computed as the square root of the sum of the squared standard errors from each of the separate assessments.

The size of the standard errors depends largely on the number of PSUs and schools included in the sample (Table D-1), but they also depend on the number of respondents in each of the reporting groups. Table D-2 shows the average number of students responding to an exercise package for each of the reporting groups discussed in this report.

The size of the standard errors of the means of the achievement measures for sets of exercises is also influenced by the number of exercises in the exercise set and the number of packages over which the items in the set are spread. There were six packages of BLS exercises, and an average of 30 multipart exercises in each package. Exercises for each skill area were spread over four to six packages.

TABLE D-2. Average Number of Respondents in Reporting Groups Taking a Package of Exercises for Year 08 Basic Life Skills

	Age 17 In School
National	1,317
Region	
Northeast	266
Southeast	295
Central	418
West	338
Sex	
Male	646
Female	672
Grade 11	988
Modal grade by sex	
Grade 11 female	470
Grade 11 male	518

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APPENDIX E

NONRESPONSE IN ASSESSMENT SAMPLES

In addition to sampling variability, estimates of population values computed from sample surveys might be subject to random error and systematic bias. Systematic bias or nonrandom error might result from estimation procedures, errors inherent in measurement and data collection procedures, and nonresponse. Sampling variability and random error are discussed in Chapter 1. This appendix examines 17-year-olds' nonresponse in the 1976-77 assessment.

Bias due to nonresponse is present in virtually every sample survey but is frequently ignored since it is difficult to estimate its size. A variety of factors contribute to nonresponse. Nonrespondents may either be difficult to notify or reluctant to participate once they are notified; some may be absent from school during the entire item administration period. However, nonrespondents can be important, since, if their responses would be different from those of the people actually included in the sample, estimates of percentages based solely on the sample are thus biased and not properly representative of the age population being assessed.

To provide some information about the size of the bias due to nonresponse in National Assessment surveys, the Research Triangle Institute, Raleigh, North Carolina, was asked to conduct a special study during the 1972-73 assessment of science and mathematics. Subjects of the study were the age population of eligible 17-year-olds who were listed as being enrolled in school at the time of the assessment. Some of these students, however, were no longer attending school at the time of the assessment. Eligibles had to be English speaking, physically and emotionally capable of responding to exercises as administered, and not residing in an institution.

The results of the nonresponse study[1] indicate that 17-year-olds listed as enrolled in schools but not appearing at the designated time of assessment can be divided into two different groups. The first group of nonrespondents, which comprised about 80% of the total nonrespondent group, did not appear for the assessment because of conflicting school activities or illness. This group's performance was not very different from the performance of students

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[1]W.D. Kalsbeek et al., No Show Analysis: Final Report (Raleigh, N.C.: Research Triangle Institute, 1975); and W.T. Rogers et al., "Assessment of Non-Response Bias in Sample Surveys: An Example from National Assessment," Journal of Educational Measurement, Vol. 14, No. 4 (1977).

assessed during the regularly scheduled sessions. The second group of nonrespondents, which comprised about 20% of the total, did not appear to be available in the schools at any time. They were infrequent in attendance if they attended at all (for practical purposes they had dropped out of school), or they had moved out of the school attendance area. In either case, these students should probably not have been listed in the in-school population of eligibles. This group, in contrast to the group of nonrespondents who were in fact attending school, did not perform as well on assessment questions as students assessed during the scheduled sessions.

The weights used by National Assessment to estimate percentages of available responses are adjusted to allow for nonresponse. This adjustment assumes that the nonrespondents would perform, on the average, in a manner similar to those who did respond. However, the nonresponse study showed that the second group of nonrespondents, those enrolled in but not actually attending school, typically performed at lower levels than both those students who did respond and those in the first group of nonrespondents. If the second group were included in the population of eligibles, the nonresponse adjustment procedure used by National Assessment would result in overestimates of the true percentages of acceptable responses. Thus, because the second group of students are in effect no longer attending school, it does not seem appropriate to include them in estimates for 17-year-olds in school. These students, then, are not considered part of the population of eligibles and are excluded from the computations of percentages of the sample covered for 17-year-olds in Table E-1.

Including the second group of students and then reducing the bias resulting from their nonresponse would require the location and testing of some of these individuals. This has not been a feasible alternative in recent years because the difficulty and costs associated with supplementary data collection of the nonrespondents not actually attending school are so large.

National Assessment continually evaluates its field procedures and introduces new methods to lessen the effects of nonresponse. In the second assessment of citizenship and social studies, item administrators for the 17-year-olds used the day following a regularly scheduled assessment session to locate and assess nonrespondents. This helped to reduce the bias resulting from the nonresponse of students enrolled in and attending school.

However, systematic bias in change measures can be introduced if the use of new procedures results in very different samples in different assessment years. Thus, measures of change from previous years are still based on samples obtained using the old procedures. Measures intended for use in determining future changes are based on samples obtained using the new procedures.

Table E-1 shows the average sample coverage per package (booklet) of exercises administered in 1976-77. The rate of coverage is based on an estimated total eligible age population of students who are available in school -- for 17-year-olds, those enrolled less the proportion estimated to be enrolled but unavailable in school.

TABLE E-1. Number of Students Assessed and Percent of Sample for 17-Year-Olds,* Group Administrations, 1977 Basic Life Skills Assessment

Type of Administration	Number of Packages	Total Number of Students Assessed	Average Number Assessed Per Package	Average Sample Coverage In Percent
Group	6	7,905	1,318	73.7

**Seventeen-year-olds' figures do not include students enrolled in school but not actually attending.*

APPENDIX F

ESTIMATED POPULATION PROPORTIONS OF REPORTING GROUPS BASED ON 1976-77 NATIONAL ASSESSMENT SAMPLES

The estimated population proportions for reporting groups shown in this appendix are based on weights derived through the sample design used in the 1976-77 assessment of 17-year-olds. As stated in Appendix D, the weight assigned to an assessed individual is the reciprocal of the probability of selecting that individual. The sum of the weights for all individuals responding to a particular exercise is an estimate of the total number of people in the age population. The sum of the weights of all individuals responding to that exercise who are also members of a particular reporting group (such as males) is an estimate of the number of members of that reporting group in the population, and the ratio of the two totals gives an estimate of the proportion of people in the age population who belong to the reporting group. The proportions shown in this appendix are obtained by averaging across exercises.

TABLE F-1. Estimated Population Proportions (in Percents) for 17-Year-Olds by Reporting Group in the 1977 Assessment That Included Basic Life Skills

Reporting Group	Percentages
Sex	
Male	48.7%
Female	51.3
Region	
Northeast	24.9
Southeast	18.6
Central	32.1
West	24.5
Grade	
Grade 11 (modal grade)	75.4
Sex in modal grade	
Males in grade 11	35.6
Females in grade 11	39.7

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